

# From Promise to Progress

How Colleges and Universities Are Using Student Engagement Results to Improve Collegiate Quality

**2002** Annual Report



National Survey of  
Student Engagement  
The College Student Report

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*Survey of Student Engagement (NSSE) documents dimensions of quality in undergraduate education and provides information and assistance to institutions and other organizations to improve student learning. Its primary activity is annually surveying college students to assess the extent to which they engage in educational practices associated with high levels of learning and personal development.*





## Foreword

# From Promise to Progress: Exploring Engagement

**“NSSE was conceived as a way to focus attention on whether a college is using its resources to create an effective environment for learning.”**

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his third annual report of the National Survey of Student Engagement marks not only a third year of important findings but also the end of support for NSSE from The Pew Charitable Trusts. NSSE’s booster rocket—a \$3.3 million grant awarded by Pew in December 1999—is falling away. Come January 2003, NSSE will be flying on its own.

As co-sponsors of NSSE, we’ve had the privilege to see firsthand how NSSE operates. In previous years we’ve commented about NSSE’s promise. Now that NSSE is three years into its voyage and switching to its own power, it’s time to recognize NSSE’s considerable progress.

For readers who haven’t followed this story, we should first explain that NSSE is the product and beneficiary of years of research. Over the past 25 years, researchers have identified certain educational practices (such as time spent on task) that are demonstrably effective in helping students learn. NSSE’s founders designed an instrument for collecting evidence of the extent to which students were engaged in such practices—thereby opening up a new way to look at college performance. The dominant popular view has been that the more exclusive the college, and the more resources it had, the higher its presumed quality. NSSE was conceived as a way to focus attention on whether a college is using its resources to create an effective environment for learning.

By December of 1999, a team of researchers chaired by Peter Ewell had built and piloted the instrument. It seemed promising. But when the countdown came for the actual launch—inviting institutions to participate in the spring 2000 survey—most of us were holding our breath. We weren’t sure that enough colleges and universities would agree to participate to represent a national sample. Nor was it certain that enough students would actually complete the survey to constitute a valid sample.

As it turned out, 276 colleges and universities signed on for the first survey and the number has climbed ever since. Over the past three years, 618 different colleges and universities have participated in NSSE at least once (83 all three years), even as participation fees gradually increased and the Pew subsidy declined. Student response rates have been at a consistently respectable level—between 41–42%. Institutional results have been stable over the three years, attesting to the reliability of the survey. And along the way NSSE has not only served participating campuses but paved the way for leaders of the community college sector to launch a “daughter of NSSE”—the Community College Survey of Student Engagement (CCSSE). The only disappointment in this picture has been the underrepresentation of our most prestigious institutions, especially private research universities.

Behind these accomplishments lies a truly amazing effort on the part of George Kuh and the NSSE staff, including the invention of a web-administered option for taking the survey; preparation of detailed, customized reports for each participating institution; preparation of these annual national reports; continuous efforts to cross-validate the evidence NSSE assembles; and appearances at countless meetings to represent and explain NSSE to interested parties.



But getting a broad sample of institutions and students to participate in the survey was only an intermediate goal. NSSE's founders hoped that colleges and universities would not simply participate in the survey but actually use the findings as a catalyst for institutional improvement. Happily, as the numerous examples reported in these annual reports attest, this goal, too, is being advanced. NSSE results, delivered directly to participating institutions, are galvanizing all sorts of improvement efforts.

Indeed, so promising is this line of work that the NSSE project office has evolved a new arm—the NSSE Institute for Effective Educational Practice—to work with institutions interested in using NSSE data as a stimulus to change. Impressed with this potential, the Lumina Foundation for Education has awarded NSSE a \$1.3 million grant to strengthen the Institute and develop new services to institutions in partnership with the American Association for Higher Education and the Center for Inquiry in the Liberal Arts at Wabash College. NSSE is no longer simply a survey; it is a vehicle for data-driven institutional improvement.

In a sense, this development brings us full circle. NSSE's origins are in research about the conditions for student learning. Now, as campuses use their results for improvement, the time is right for further research that will help refine and complicate our understanding of “engagement” and its role in the kinds of learning we most value for our students.

We know, for instance, that students can be engaged in a range of effective practices and still not be learning with understanding; we know that students can be learning with understanding and still not be acquiring the knowledge, skills, and dispositions that are related to effective citizenship. We need to learn more about the forms and conditions of engagement that relate to student competence and commitment in arenas of practice.

There are important questions, too, about engagement not as a means to an end (the

premise of NSSE) but as an experience worth having in itself. We go to the symphony, after all, not to improve ourselves but to hear the music, to have the experience. Similarly, there are aspects of the college experience—participating in a seminar, for instance, or a role in student governance—that have a kind of value we have not yet learned to describe in detail or to document.

In short, NSSE's pictures of student engagement reveal only a portion of the college anatomy. For a complete profile of institutional quality, we need pictures from many angles. Higher education must get much more sophisticated about how to capture the view from those angles and use what we see to enrich the lives and learning of our students.

NSSE is a big step in the right direction and a journey that promises to unfold in exciting directions. The Pew Charitable Trusts should be deeply satisfied with the return on its investment. We congratulate George Kuh and his hard working colleagues for the fantastic job they have done, and applaud all the institutions that have demonstrated both the courage and the foresight to participate in the journey.

#### **Russell Edgerton**

*Director, Pew Forum on Undergraduate Learning*

#### **Lee Shulman**

*President, Carnegie Foundation for the Advancement of Teaching*

**“We need to learn more about the forms and conditions of engagement that relate to student competence and commitment in arenas of practice.”**



## A Message from the Director

**“Most schools recognize the need for information that can help improve student and institutional performance and also responds to external demands for evidence of student learning.”**

**A**s Russ Edgerton and Lee Shulman suggest in the Foreword, NSSE has settled into orbit, annually collecting student engagement information from more than 100,000 first-year and senior students at several hundred colleges and universities nationwide. The NSSE database now includes information from institutions that represent more than half (52 percent) of all undergraduates attending four-year colleges and universities. Our original goal was to enroll 250 schools per year. With 276 schools in 2000, 321 schools in 2001, and 366 schools participating in the 2002 national program, we’ve substantially exceeded the planned workscope. As I write, over 400 institutions are registered for 2003.

Four factors contribute to NSSE’s success. First, the demand for meaningful and usable assessment data continues unabated. Most schools recognize the need for information that can help improve student and institutional performance and also responds to external demands for evidence of student learning.

Second, a superb crew at the Indiana University Center for Survey Research administers NSSE using state-of-the-art professional survey methods. Because the NSSE survey process is customized to a degree for each school, it’s the equivalent of annually sending out 300-plus different surveys to random samples of undergraduates.

Third, participating institutions give us high marks for the quality of reader-friendly NSSE reports and other products. The highly skilled, productive NSSE staff prepares and presents student engagement results in multiple formats so that faculty members, administrators, and others with different levels of understanding of assessment and institutional improvement approaches can meaningfully interpret and use their findings. In addition, we continually seek and incorporate suggestions for improving our processes and materials.

Finally, schools are profitably using their results. In large part this is because the survey questions have compelling face validity with different groups, tapping many of the behaviors faculty members and others know are important to student learning. Moreover, virtually all the NSSE items represent activities that research studies show are linked to desired outcomes of college. These factors, along with an increasingly inquisitive public searching for good information about colleges, make NSSE the right tool for the times.

NSSE is only one source of information about the student experience. Among its virtues is that NSSE is a window into areas of student and institutional performance that virtually all colleges and universities espouse to be important, but about which few have solid information. The concept of student engagement is accessible, understandable, and congenial with the language of teaching and learning. Moreover, NSSE results point to aspects of student and institutional performance where improvement is both desirable and possible, be it persistence, success in major field courses, and so on.

We’re proud to be a part of a growing national movement to re-focus talk and action on key aspects of the undergraduate experience that really matter to collegiate quality. Along with our partners in this worthwhile endeavor, we welcome your participation, support, and suggestions for strengthening institutional responsibility for student learning.

**George D. Kuh**

*Chancellor’s Professor of Higher Education  
Indiana University Bloomington*

## Quick Facts



### Survey Instrument

The *College Student Report* is available in paper and Web versions and takes about 15 minutes to complete.

### Objectives

Provide data to colleges and universities to use for improving undergraduate education, inform state accountability and accreditation efforts, and facilitate national and sector benchmarking efforts.

### Partners

Supported by grants from The Pew Charitable Trusts, Lumina Foundation for Education, and the Center for Inquiry in the Liberal Arts at Wabash College. Co-sponsored by the Carnegie Foundation for the Advancement of Teaching and the Pew Forum on Undergraduate Learning.

### Participating Colleges and Universities

More than 285,000 students at 618 different four-year colleges and universities thus far. More than 400 schools are registered for the spring 2003 program.

### Consortium and State or University Systems

Numerous peer comparison groups (urban institutions, women's colleges, research institutions, Christian colleges, engineering and technical schools, etc.) and state and university systems (California State University, Indiana, Kentucky, Massachusetts, North Carolina, Texas, Wisconsin) have asked additional mission-specific questions and shared aggregated data.

### Benchmarks of Effective Educational Practice

Level of Academic Challenge  
Active and Collaborative Learning  
Student-Faculty Interaction  
Enriching Educational Experiences  
Supportive Campus Environment

### Data Sources

Randomly selected first-year and senior students from hundreds of four-year colleges and universities. Supplemented by other sources such as institutional records, results from other surveys, and data from the Integrated Postsecondary Education Data System (IPEDS).

### Administration

Indiana University Center for Postsecondary Research and Planning in cooperation with the Indiana University Center for Survey Research and the National Center for Higher Education Management Systems (NCHEMS).

### Validity and Reliability

The NSSE survey was designed by experts and extensively tested to insure validity and reliability and to minimize non-response bias and mode effects.

### Response Rates

Average response rate for paper and web versions is about 41-42%.

### Audiences

College and university administrators, faculty members, and governing boards; external authorities such as accreditors and government agencies; current and prospective students and their families; college advisors, institutional researchers, and higher education scholars.

### Participation Agreement

Participating institutions agree that NSSE can use the data in the aggregate for national and sector reporting purposes and other undergraduate improvement initiatives; institutions can use their own data for institutional purposes, and that results specific to each institution and identified as such will not be made public except by mutual agreement.

### Cost

Institutions pay a minimum participation fee ranging from \$1,500 to \$7,500 determined by undergraduate enrollment.

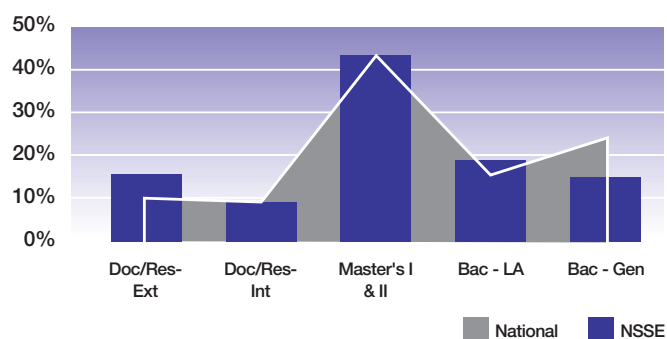
### New Initiatives

Working with the American Association for Higher Education and other groups on two major initiatives, Documenting Effective Educational Practices (DEEP) and Building Engagement and Attainment of Minority Students (BEAMS).

### Special Services

Faculty survey, NSSE workshops, faculty and staff retreats, consulting, peer comparisons, norms data, and special analyses.

**Profile of 2000-2002 Participating Colleges and Universities against National Pool**





## Executive Summary

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*“NSSE findings help campuses explore the connections between their expectations for student achievement and what students actually experience. The survey results also encourage faculty to delve into the research on campus practices that support—or frustrate—liberal education.”*

*—Carol Geary Schneider,  
President, Association of  
American Colleges and  
Universities*

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*“NSSE adds value to several different facets of our educational mission, providing invaluable data on students’ experiences and helping us evaluate the extent to which we are successfully broadening and diversifying the learning environment.”*

*—Nancy Cantor,  
Chancellor, University of Illinois,  
Urbana-Champaign*

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olleges and universities cannot accurately judge their effectiveness in the absence of good information about what students do and the quality of the student experience. The National Survey of Student Engagement (NSSE) annually assesses the extent to which students take part in educationally sound activities and the institutional policies and practices that induce students to take part in such activities. Specifically, NSSE focuses on five clusters of activities that research studies show are linked to desired outcomes of college. They are: academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment.

NSSE’s primary focus is gathering, reporting, and interpreting student engagement data, with an eye toward enhancing student learning and promoting student success. The NSSE Institute was created to document educational practices that seem to work in a variety of different settings with different groups of learners. Toward this end, the Institute helps faculty members, administrators, governing board members, and others implement effective mechanisms for linking information about student experiences to efforts to improve academic programs and support services. In addition, NSSE champions effective educational practice as a compelling, meaningful indicator of collegiate quality. In this regard, NSSE is refocusing the national conversation about what constitutes quality in the undergraduate experience.

### What We’ve Learned So Far

Engaging in effective educational practices benefits all students. Some students are more engaged than others, so it’s important to discover how particular groups of students are performing in order to take appropriate action. For example:

- Students from different racial and ethnic backgrounds appear to engage in effective educational practices at comparable levels.
- International students are generally more engaged in various college experiences than American students, particularly in the first year.
- Senior transfer students interact less with peers and faculty members and are less involved in campus activities and programs, but perform academically on par with non-transfer students.
- Diversity-related experiences are positively related to many other effective educational practices.
- Learning communities are positively linked to a variety of other educationally purposeful activities and desired outcomes.
- Engagement and grades go hand-in-hand in that GPA is positively related to all five benchmark scores and nearly all of the effective educational practices represented on the NSSE survey.







## Using NSSE Data

### Schools are using their NSSE results in many different productive ways:

- Assessment and improvement
- Curricular reform
- Benchmarking
- Alumni outreach
- Accountability
- Advising
- Grant writing
- Institutional research
- Institutional advancement
- Accreditation
- Self-studies
- Retention
- State system performance reviews

## Lessons Learned

### Student engagement results appear to have the best chance of guiding institutional change efforts when:

1. Faculty and staff understand the concept of student engagement
2. Enough results are available to use the information at the department or unit level
3. Institutions understand what student engagement data represent and use the results wisely
4. Institutional performance is reported in a responsible way
5. Results are placed in the proper context and interpreted carefully
6. Results are examined from multiple perspectives
7. Results are linked to other information about the student experience and institutional performance
8. Institutions form consortia or other collaborative arrangements to work on improvement initiatives

## Next Steps

NSSE is now established as a valid, reliable assessment tool. Building on this foundation, NSSE is working with an expanding cadre of partners with similar goals and values to further strengthen institutional accountability for student learning.

The **Community College Survey of Student Engagement (CCSSE)** at the University of Texas at Austin and NSSE envision a number of collaborative efforts, such as examining student engagement at two-year and four-year campuses within a single state or university system and tracking the movement and performance of students between the two sectors.

### NSSE Institute's Project DEEP

#### (Documenting Effective Educational Practice)

will discover and document promising practices at educationally effective institutions and bring together groups from institutional consortia committed to using student engagement data to promote student success and enhance institutional performance. Partners in DEEP include the American Association for Higher Education (AAHE), the Wabash College Center of Inquiry in the Liberal Arts, and Lumina Foundation for Education along with such organizations as the Association of American Colleges and Universities and the National Association of Student Personnel Administrators.

NSSE also is working with AAHE and the Alliance for Equity in Higher Education on the BEAMS Project (Building Engagement and Attainment of Minority Students) in an effort to help reduce the national gap in educational attainment for African-Americans, Hispanics, and Native Americans by increasing the number of students from these groups who earn a bachelor's degree ([www.aahe.org/BEAMS](http://www.aahe.org/BEAMS)).

This expanded workscope is transforming NSSE from an annual survey of undergraduates into a national movement for using data to improve the undergraduate experience.



*"The National Survey of Student Engagement is probably the single most important major step in understanding quality in undergraduate education in the last decade. It focuses our attention on the things that really matter and gets our attention off the things that probably don't matter."*

—Ernest T. Pascarella,  
Mary Louise Peterson Chair  
in Higher Education,  
University of Iowa



## Student Engagement

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*“It is always instructive to listen carefully to the voices of those ‘in the trenches.’ The National Survey of Student Engagement is long overdue and will surely in time affect parents’ perceptions of what is best for their youngsters.”*

—Deborah Wadsworth,  
President, Public Agenda

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*“Assessment in higher education remains controversial. But NSSE’s solid foundation clearly shows faculty and administrators that it is possible to systematically assess student learning. Future developments in assessment in higher education will build on but not replace NSSE.”*

—Roger Benjamin,  
President, Council for Aid  
to Education

### The Right Idea at the Right Time



Occasionally an idea comes along that seems to clarify complex issues and potentially resolve fundamental problems in a given line of endeavor. Such is the connection between student engagement and collegiate quality.

Student engagement represents the intersection of the time and energy students devote to educationally sound activities and the policies and practices that institutions use to induce students to take part in such activities. It’s a deceptively simple premise: the more students do something, the more proficient they become. For example, the more students study a subject, the more they learn about it. Likewise, the more students practice a skill—reading, writing, or problem solving—the more adept they become at the respective activity. Faculty members and administrators in all types of colleges and universities know this. And students realize it as well. Moreover, decades of research studies show that college students learn more when they direct their efforts to a variety of educationally purposeful activities, inside and outside the classroom.

Colleges and universities can intentionally modify policies and practices so that students expend more effort on productive activities. For example, collaborative learning strategies promote peer interaction which, in turn, can stimulate individual and group learning as students work together to seek answers and

solve problems. Students are often motivated to work harder and tend to learn more in the company of peers.

There are two ways to think about student engagement. The first is as a proxy for collegiate quality, reflecting the degree to which students take advantage of the learning opportunities their institution offers. The second is that student engagement is itself an important outcome of college. Taking part in educationally purposeful activities builds the foundation for acquiring and integrating other essential skills, such as learning how to learn, being able to independently identify problems, developing and testing potential solutions, and synthesizing and applying information. Thus, students who are involved in a variety of educationally purposeful activities during college are developing the habits of the mind that enlarge their capacity for continuous learning.

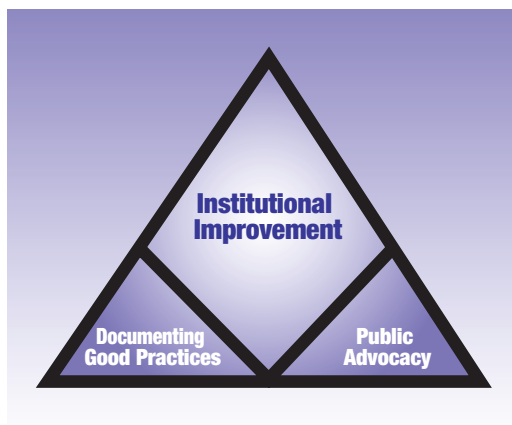
Given the importance of student engagement, it’s gratifying that the concept is finally gaining the attention it deserves and is at the forefront of public discussions about collegiate quality.

### The National Survey of Student Engagement

Surveys record how people think or feel about certain topics and events. Surveys don’t often aim to change the way people talk and behave. The National Survey of Student Engagement (NSSE) is different in that NSSE is both an ongoing data collection effort and a strategy to improve undergraduate education. As a survey, NSSE annually gathers information directly from students about the extent to which they engage in sound educational practices. In this regard, the NSSE project documents and describes key dimensions of quality in undergraduate education.

NSSE also aims to improve the college experience. Because the survey results point to things that an institution can do something about—almost immediately—NSSE data create an occasion for talking about and helping campuses focus on what matters to student learning.





With these ends in mind, NSSE's core activities can be depicted as a triangle. The different size sections represent the relative emphasis NSSE gives to the respective activity.

NSSE devotes its largest share of time and resources to gathering, reporting, and interpreting student engagement data, with an eye toward enhancing student learning and promoting student success. The next part of this report illustrates how colleges and universities are using their student engagement results to identify what they are doing well and to determine areas where improvement is desired.

The second set of core activities is discovering and reporting educational practices that seem to work in a variety of different settings with different groups of learners. This is the focus of NSSE's recently formed **Institute for Effective Educational Practices**. We'll say more later about the Institute's workscope and near-term activities.

Finally, NSSE champions effective educational practice as a compelling, meaningful indicator of collegiate quality. In this regard NSSE is refocusing the national conversation about what constitutes quality in the undergraduate experience. There's growing evidence of NSSE's influence on the national discourse about undergraduate education as student engagement is being mentioned with increasing frequency.

## Forging a Philosophy of Educational Quality

An early strategic decision by NSSE was to reduce the survey's several dozen questions about empirically confirmed effective educational practices to a handful of concepts. Our objective was to make it easier for people on and off the campus to more easily grasp and talk about student engagement and its importance to student learning, collegiate quality, and institutional improvement. With this in mind we created **five benchmarks of effective educational practices**:

- Level of academic challenge
- Active and collaborative learning
- Student-faculty interaction
- Enriching educational experiences
- Supportive campus environment

Each year NSSE calculates scores for these benchmarks to monitor performance at the national, sector, and institutional levels. The Summary Statistics section contains the 2002 NSSE national and sector benchmarks. Results from individual institutions are not disclosed, though schools can do so if they wish.

Another meaningful measure of the impact of the NSSE project is the number of schools that are using their student engagement results as baselines for improvement—reference points that can be moved by intentional action and changes in policies and practices. In fact, for the past two years, the most common question posed to NSSE staff is "How are schools using their results?"

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*"I've reviewed most of NSSE's technical reports and analyses and it's a very impressive set of evidence."*

—Patrick T. Terenzini,  
Senior Scientist and Professor of  
Higher Education, Penn State  
University

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*"The benchmark data really help you understand the larger picture, what is happening all across America and to put your own efforts in context. A campus can more effectively communicate with its own publics if it understands the national picture as well."*

—Elaine El-Khawas,  
Professor of Higher Education,  
The George Washington  
University





## Effective Educational Practices

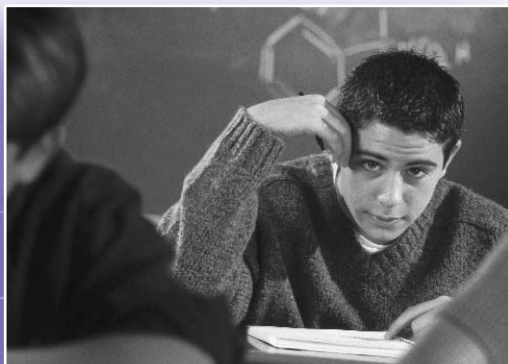
### Level of Academic Challenge

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Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

#### Activities and conditions:

- Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)
- Worked harder than you thought you could to meet an instructor's standards or expectations
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more
- Number of written papers or reports between five and 19 pages
- Number of written papers or reports fewer than five pages
- Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory
- Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences
- Coursework emphasizes: Making judgments about the value of information, arguments, or methods
- Coursework emphasizes: Applying theories or concepts to practical problems or in new situations
- Campus environment emphasizes spending significant amounts of time studying and on academic work



### Active and Collaborative Learning

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Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily during and after college.

#### Activities:

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of a regular course
- Discussed ideas from your reading or classes with others outside of class (students, family members, co-workers, etc.)

### Student-Faculty Interactions

**S**

Students learn first hand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life long learning.

#### Activities:

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your reading or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt feedback from faculty on your academic performance
- Worked with a faculty member on a research project

## Enriching Educational Experiences

**C**omplementary learning opportunities inside and outside the classroom augment the academic program. Experiencing diversity teaches students valuable things about themselves and other cultures. Used appropriately, technology facilitates learning and promotes collaboration between peers and instructors. Internships, community service, and senior capstone courses provide students with opportunities to synthesize, integrate, and apply their knowledge. Such experiences make learning more meaningful and, ultimately, more useful because what students know becomes a part of who they are.

### Activities and conditions:

- Talking with students with different religious beliefs, political opinions, or values
- Talking with students of a different race or ethnicity
- An institutional climate that encourages contact among students from different economic, social, and racial or ethnic backgrounds
- Using electronic technology to discuss or complete assignments
- Participating in:
  - Internships or field experiences
  - Community service or volunteer work
  - Learning communities
  - Foreign language coursework
  - Study abroad
  - Independent study or self-designed major
  - Culminating senior experience
  - Co-curricular activities

## Supportive Campus Environment

**S**tudents perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

### Conditions:

- Campus environment provides support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices





## Using Student Engagement Results

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*“Alverno College is in the business of constantly improving student learning. We use NSSE to structure conversations about priorities for teaching, learning, and assessing, and we are working on new ways to help prospective students and others in the college’s community understand the complex factors that contribute to the college experience.”*

*—Sister Joel Read,  
President, Alverno College*

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*“NSSE clearly identified our strengths but more importantly showed us some areas where we could improve the educational experience for our students. We have incorporated NSSE into our strategic plan and will use it as part of our comprehensive institutional assessment to strengthen our academic program.”*

*—Nancy Hensel,  
President, University of Maine  
at Presque Isle*

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Imagine flying a plane across the Atlantic without navigational instruments. Fortunately, nobody has to fly “blind” anymore. Nor should colleges and universities make judgments about the effectiveness of their policies and practices in the absence of student engagement data or some comparable source of information about the quality of the student experience.

NSSE is a compass that can help determine whether student behavior and institutional practices are headed in the right direction. Indeed, one of the most gratifying aspects of the NSSE experience after three years is that many colleges and universities are putting their student engagement results to use in a variety of productive ways:

- Assessment and improvement
- Curricular reform
- Benchmarking
- Alumni outreach
- Accountability
- Advising
- Grant writing
- Institutional research
- Institutional advancement
- Accreditation
- Self-studies
- Retention
- State system performance reviews

To learn more about how schools are using their results, we periodically canvass users via e-mail and convene groups of colleagues at meetings and workshops around the country. In addition, last spring we conducted interviews with representatives from 84 institutions that administered NSSE in 2000 or 2001.

In this section we highlight some of what we’re discovering by featuring five colleges and universities and two state systems that are using their student engagement results for various purposes. Scores of other institutions are also using NSSE data and examples of these can be found on NSSE’s Web site.

## Promoting Student-Faculty Interaction

■ **The University of Montana-Missoula** involves faculty directly in identifying priorities for action by issuing an annual RFP for “Engagement Awards.” Academic departments apply for up to \$3,000 for projects that enhance students’ academic experience. The projects are also supposed to lead to permanent changes in faculty and student behavior in at least three of the five areas of effective educational practice, one of which must be student-faculty interaction. Units get \$2,000 up front with the remaining \$1,000 coming after assessing the impact of the award. In the first two years, full awards have been made to four departments and partial awards to two others, including the following:

■ Biological sciences faculty members and students participated in mentoring training and developed a mentoring Web page, a mentoring handbook, and online video clips on effective mentoring (See <http://ibscore.dbs.umt.edu/mentor.htm> for more information).

■ Social work faculty members and students evaluated the quality of various practicum experiences on campus. Written and web-based materials developed as part of this activity have already been integrated into the Social Work curriculum.

■ Geology students and faculty members created additional student-faculty research opportunities, hosted a mini-conference open to all undergraduates in the state, and planned a field trip—“Rocky Mountain GeoDays.” As a result, 60 undergraduate students are engaging in faculty-led research, and the Geology Club has been revitalized (see [www.cs.umt.edu/geology](http://www.cs.umt.edu/geology)).

NSSE data have stimulated efforts to promote more student-faculty collaboration on research at **Columbia College, Fontbonne College, Georgia Tech, Indiana University, Marymount Manhattan College**, and the **University of Richmond**.



## Integrating In-Class and Out-of-Class Experiences

■ **Saint Xavier University** was gratified with some aspects of its initial round of NSSE results, especially the relatively strong academic challenge scores. Other findings, though, pointed to areas where the University wanted to do better. To address initial faculty skepticism about the validity and reliability of the findings, a campus-wide assessment committee replicated some NSSE survey items in a local survey. Because the local survey return rate was 80 percent, and the findings were consistent with NSSE results, people now have greater confidence in the reliability of the NSSE instrument. In addition, a second year of NSSE data (2001) corroborated the findings from 2000.

NSSE results have been presented in a variety of venues—faculty assemblies, Board of Trustees meetings, and various staff meetings and retreats. Improving performance on selected engagement activities became the centerpiece for academic program planning, a Title III Grant proposal, creation of a service learning experience in freshmen orientation, common reading materials in the first year seminar class, and new initiatives to foster more out-of-the-classroom collaborations between faculty and students. Also, a Web page devoted to NSSE summarizes some of the findings for prospective students and their parents ([www.sxu.edu/admission/atagance/NSSE.html](http://www.sxu.edu/admission/atagance/NSSE.html)).

A newly established Writing Council encourages faculty to embed more writing, general education, and major field courses and additional resources have been earmarked to better integrate “Blackboard” into courses across the disciplines to stimulate greater use of electronic technology and more faculty-student communication. Grants of \$1,000 support out-of-class research or creative projects by students and faculty; up to \$500 is available for student-incurred expenses, such as local travel, materials, and equipment. Results from the 2002 NSSE survey indicate some positive changes in the first-year student experience that can be traced to specific initiatives designed to improve these areas,

such as the service learning component in new student orientation.

Saint Xavier University is using two of the NSSE benchmark measures as institutional performance indicators for the Illinois Board of Higher Education (IBHE) initiative to monitor progress toward accomplishing mission-specific educational goals.

## Driving Results Down to the Department Level

■ **Southwest Texas State University** (SWT) is pursuing two key strategies in using student engagement data to improve teaching and learning. The first is asking faculty members to complete a faculty version of the NSSE in order to estimate levels of student engagement and the relative value of certain student engagement items. The second strategy is systematically oversampling students in selected majors to insure that enough students complete the survey to enable faculty members to be confident about the results. This past year, 13 department chairs requested that their units be included in the local oversampling and that their 300 tenure track faculty complete a faculty version of the survey.

In general, faculty members and students tend to respond the same way to about half of the NSSE questions. This is particularly true for high and low areas of engagement. For about a quarter of the items, faculty members overestimate student engagement. Some of these differences are understandable, such as faculty reporting much more class discussion than students. Faculty may devote a considerable amount of class time to discussion and answering questions, but in a class of 40 students, 10 students may be responsible for most of the discussion. So, 30 of 40 students responding could accurately report “never” or “occasionally” when asked about participating in class discussions. Similarly, faculty members say students more often come to class without completing readings or assignments than students report. This makes sense in that what faculty members consider being prepared is probably more rigorous than students’ understanding.

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*“NSSE has done an extraordinary job of considering alternative ways of characterizing student engagement and zeroing in on factors that really do contribute to positive learning experiences.”*

—John H. Schuh,  
Professor of Higher Education,  
Iowa State University

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*“I used the NSSE framework to talk about the importance of student engagement during our annual Fall Faculty Institute. It was the first time that faculty members and student affairs staff came together to talk about what students do inside and outside the classroom.”*

—Jason D. DeSousa,  
Vice President for Student Affairs,  
Savannah State University



## Using Student Engagement Results (continued)



*"NSSE results are being used to assess campus-wide initiatives, such as our strategic plan, 'Educating Illinois,' as well as the implementation of our new General Education curriculum... Students have been brought into the assessment process on campus like never before."*

*—Wendy Troxel,  
Director of University Assessment,  
Illinois State University*

(SWT continued)

Focusing on the gaps between student and faculty responses helped SWT establish and more clearly communicate appropriate expectations for student performance, especially relative emphases on memorization contrasted with higher order analysis and synthesis mental activities. In addition, certain engagement activities are more important in faculty members' eyes for first-year students (class discussion, prompt feedback) and others for seniors (class presentations, talking about career plans).

Thus, SWT's improvement strategy is driven by and responsive to local priorities and needs. This criterion-referenced approach to using NSSE data is increasing faculty ownership in the process of improvement and appreciation for the value of student engagement. Academic and student affairs deans and department chairs find it compelling to prioritize improvement initiatives based on what their colleagues agree is important and what their students say they are or are not doing very often.

## Using Student Engagement Data Campus-Wide

■ **Meredith College** is using its NSSE results to enrich the undergraduate experience inside and outside the classroom. Instructors in the First Year Experience Program become familiar with the five areas of effective educational practice and the variety of educationally purposeful in-class and out-of-class experiences so that they can help students take fuller advantage of what Meredith offers by becoming more engaged in the educational process. The Task Force on General Education used NSSE data to inform its general education redesign, including how to incorporate diversity experiences and experiential learning into the first-year general education course, The Context of Culture.

Meredith added several NSSE items to the HERI Faculty Survey administered in fall 2001 in order to identify and address differences and similarities in student and faculty perceptions of student engagement. Executive summaries of the findings are posted on the Web site of the Office of Research, Planning and Assessment ([www.meredith.edu/epie/index.htm](http://www.meredith.edu/epie/index.htm)), both of which are available to the public.

Finally, inspired by a review of its NSSE results, Meredith sent a four-person team to the 2002 AAHE Summer Academy to focus on a project related to collaborative learning. The experience spawned an August 2002 workshop on collaborative learning, entitled "Better Teaching Through Collaborative Learning" involving about 90 participants. The team will continue to work through the coming year to implement a strategy to sustain the focus on collaborative learning.



## Using NSSE as a Vehicle for Collaboration

■ **Adams State College (ASC)** is an ethnically and culturally diverse institution located in a small town in rural southwestern Colorado. The institution has adopted the language of student engagement which allows faculty members, student affairs professionals, and other administrators to use similar concepts when discussing the quality and character of the undergraduate experience. With an eye toward informing and improving educational practices, student affairs professionals in partnership with academic affairs are using NSSE results to benchmark against peer institutions in order to identify what the college is doing well and areas where improvement would be desirable.

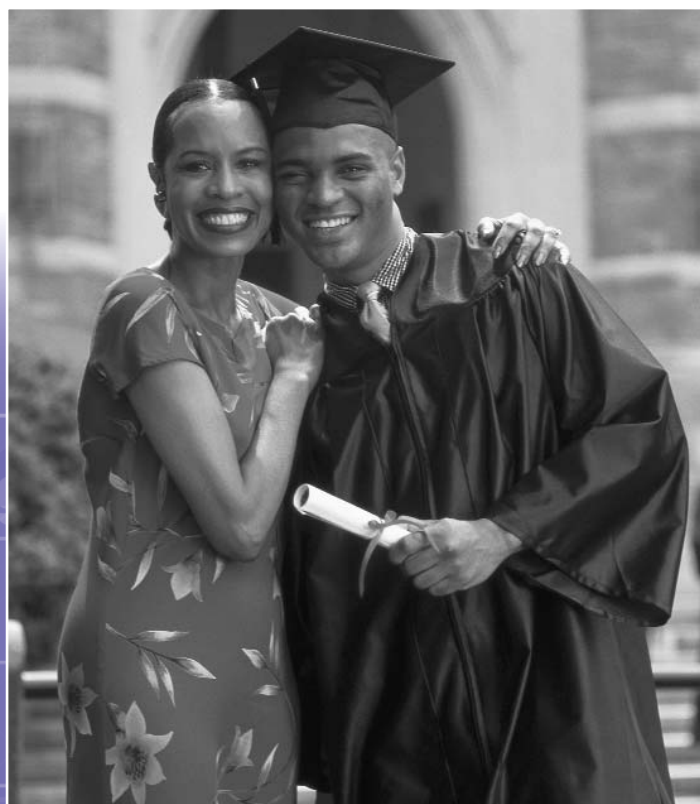
ASC's motto is "quality education with a personal touch." Selected engagement activities are being used as benchmark indicators of the extent to which the student experience reflects this aim. Student affairs is implementing the philosophy that every interaction between a student and the institution is a "divisional moment of truth because there is a life in the balance." A "secret shopper" approach is being used to monitor this effort whereby selected students report the quality of their interactions and the customer-service orientation of various campus services and programs.

To give more emphasis to academics while at the same time providing additional support for student success, ASC is strengthening and increasing the number and types of learning communities. The residential Freshman Interest Groups (FIGs) now have full-time coordinators and undergraduate mentors. Special Support Services personnel are providing FIG members with supplemental instruction opportunities and the first-year seminar was redesigned to emphasize critical thinking and reading. Because NSSE data show that ASC students spend much more time working and caring for dependents compared with students at peer institutions, efforts are underway to make certain eligible students apply for Pell Grants and available diversity scholarships. Campus work-study was centralized to make it easier for students to become aware of and take advantage of such opportunities to earn while learning without leaving the campus. The institutional research office is planning to link NSSE data with other institutional information to more effectively assess student progress in these areas.

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*"We're using NSSE in three strategic ways: 1) as a barometer to measure global changes to create a student-centered campus, 2) as a lightning rod to stimulate campus discussions on ways to challenge and engage students, and 3) as a thermometer to measure our progress on the five areas of effective educational practice which we are using in our upcoming regional accreditation."*

*—Anne Gormly,  
Vice President for Academic  
Affairs, Georgia College and  
State University*







## State and University Systems

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*“The NSSE survey has been valuable at the System level for accountability purposes, allowing us to provide national benchmarks along with System data.”*

—**Frank Goldberg**,  
Associate Vice President for Policy  
Analysis and Research, University  
of Wisconsin System

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number of university or state systems have endorsed the use of NSSE at some or all of their institutions.

### NSSE 2000

- City University of New York System
- Indiana University System
- University of Maryland System
- University of Massachusetts System
- University of Missouri System
- New Jersey State System
- University of Texas System
- West Virginia State System

### NSSE 2001

- Connecticut State System
- Texas A&M System
- Kentucky State System
- University of Wisconsin System
- Indiana University System
- University of Hawaii System
- University of Missouri System
- University of North Carolina System

### NSSE 2002

- California State University System
- Connecticut State System
- Indiana University System
- New Hampshire State System
- New Jersey State System
- South Dakota State System
- University of Massachusetts System
- University of Missouri System
- University of Texas System

The **University of Missouri (UM)** aspires to become “nationally recognized as an eminent learner-centered research university” (p. 1, 2001 University of Missouri Strategic Plan). Toward that end the UM System is using NSSE in two ways. First, campus-level results are being used to establish baseline measures for the four system performance indicators that focus exclusively on the undergraduate learning environment. Five-year targets are set for each campus, and NSSE results are being used to monitor progress on an annual basis across institutional types as well as to compare results against those from similar types of institutions beyond Missouri.

Second, NSSE was introduced to new faculty members through the System’s New Faculty Teaching Scholars program to help them better understand what it means to create a “learner-centered environment” and to identify practical ways that they can infuse effective educational practices in their work with students inside and outside the classroom. By comparing campus results with benchmark scores from similar institutions, the Teaching Scholars were able to determine what their campus was doing well and areas where improvement would be welcome.

The **University of Wisconsin** System is using NSSE data to compare institutional values and priorities with actual practice. The results prompted considerable discussion and several campuses are administering NSSE annually to learn more about how their students are experiencing their educational programs. For example, the **University of Wisconsin-Stout** adopted selected metrics from NSSE as part of its strategic plan and set goals for these metrics. NSSE results provided meaningful comparative data and helped document the effectiveness of certain institutional practices in its successful application for the Malcolm Baldrige National Quality Award.

The System is also administering a subset of NSSE questions to the 2001-02 graduates from all campuses to learn if there is a difference in the responses between students who followed a traditional path to completing a degree and those who followed a non-traditional path.

## Other Uses of Student Engagement Data



### Accreditation, Accountability, and Planning

Among the schools using NSSE results in accreditation are **Baker University, California Lutheran University, Juniata College, Keuka College, McDaniel College**, and the **University of California, Santa Cruz**.

**Radford University** is featuring student engagement in pilot testing SACS new accreditation criteria. NSSE data will also be used to evaluate the effectiveness of Radford's quality enhancement plan to improve student learning.

**St. Bonaventure University** and the **University of Maine at Presque Island** are using NSSE results along with other surveys and existing institutional data for strategic planning.

**California Polytechnic State University (Cal Poly)** plans to administer NSSE every other year as part of its outcomes assessment strategy and the California State University's (CSU) biennial accountability process. For this purpose, Cal Poly joined a consortium of 12 other CSU campuses to collect data on common system-wide questions. Results from the NSSE 2002 survey will be integrated with the previous year and presented to CSU and its Board of Trustees.

**Adams State** and **Longwood University** are using their NSSE results to meet state performance indicator requirements related to persistence and graduation rates, general education, student learning, and civic engagement.

At **Saint Michael's College** various groups (Academic Affairs Council, President's Cabinet, Retention Committee, Campus Culture Committee, Dean's Council, Board of Trustees, Teaching Resource Group) examined results from NSSE, CIRP, and its own student and alumni surveys. The analysis helped to identify initiatives to enhance existing programs, such as the honors program and "ambassador housing" which intentionally brings international and American students into more frequent contact.

### Curriculum and Technology

An **Eastern University** task force focusing on core competencies (writing, math, oral communication, computer skills) recommended that certain courses become writing intensive with an emphasis on giving students multiple opportunities to revise papers after getting feedback from faculty.

**Drake University** is providing more opportunities for oral communication experiences into the curriculum, with a particular eye on using the first-year seminar program for this purpose.

NSSE results at the **University of Utah** showed that student use of technology was not at the desired level. This prompted information technology staff to design additional staff training and planning efforts. At **Aurora University** NSSE helped stimulate an examination of the role of computing in general education. **Framingham State College** is using NSSE to monitor the impact of student technology use as the institution becomes the first public institution in the Commonwealth to require wireless laptops of all entering first-year students.

### First-year Experience

**St. Vincent College** used evidence from NSSE to support the case for instituting a first-year experience program. Subsequent administrations of the NSSE survey will be used to evaluate whether the first-year program is having the desired effects.

**Chatham College** used its NSSE results along with other information to improve its first-year experience program. Finally, **North Carolina State University** is using its NSSE results during new student orientation to emphasize key activities and behaviors that lead to student success.

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*"We're using NSSE to complement our Academic Vision Plan which emphasizes student engagement in academic and co-curricular programs and integration of various aspects of their four-year experience."*

*—Jane Jakoubek,  
Vice President and Dean of  
Academic Affairs, Hanover  
College*

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*"We are piloting a new freshman-year program and NSSE is a major part of the assessment of the effectiveness of that effort. We'll use senior-year data from NSSE to see what impact the new curriculum has had on student engagement over the four year period."*

*—Robert Holyer,  
Dean of the College,  
Randolph-Macon College*



## Lessons Learned

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*“We distributed a summary of our results widely on campus and posted it to our internal Web site. The result was an unprecedented wide ranging discussion of our educational and intellectual climate led by students, engaged by faculty, and supported by a lengthy discussion at a meeting of our Board of Regents.”*

*—Lynn Arthur Steen,  
Professor of Mathematics and  
Director of Institutional Research,  
St. Olaf College*

### Selected Schools Surveying More Students

- Allegheny College
- Brigham Young University
- California State University, Chico
- Indiana University Bloomington
- Indiana University Purdue University Indianapolis
- Lewis and Clark University
- North Dakota State University
- South Dakota State University
- Southern Illinois University-Edwardsville
- University of Akron
- University of Delaware
- University of Missouri-Columbia
- University of Wisconsin-LaCrosse
- University of Wisconsin-Milwaukee
- Whitman College

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s the preceding examples show, some early NSSE adopters now have had enough time to examine and reflect on their student engagement results, weigh options, and take action to improve selected aspects of student and institutional performance.

Based on what we’ve learned so far, we offer the following suggestions for incorporating NSSE data in institutional change efforts.

1

#### **Make sure faculty and staff understand and endorse the concept of student engagement.**

The value of student engagement results to improving teaching and learning needs to be convincingly explained to those faculty members less familiar with assessment in general and the engagement concept in particular. There are many roads to the top of this mountain. Structure is not nearly as important as relationships to effectively communicating and acting on this message. Early on it’s wise to identify and validate existing pockets of quality—areas where student engagement is at high levels—so people have examples to which to aspire and move forward with confidence.

Of course, not everyone will jump on the student engagement bandwagon. Involving 10 percent of the faculty and support staff may be enough—a large enough group that is impossible to ignore and whose efforts can have a demonstrable effect. One way to start is to invite deans and department chairs to share their ideas and concerns about student engagement. What kind of information about student learning and institutional effectiveness would you and your colleagues find compelling and useful? What can we do individually and collectively to take more responsibility for student learning? How do we get students to take greater advantage of institutional resources for learning? Focus groups with students almost always yield pithy insights into what results mean and suggestions for increasing engagement in

certain areas. And, as the examples from **Akron, Alverno, Southwest Texas State, Edgewood, and Winthrop** indicate, using the faculty version of the NSSE survey can stimulate faculty interest in student engagement results and point to gaps between faculty expectations and student behaviors.

2

#### **Collect enough results so the information is usable at the department or unit level.**

Faculty enthusiasm for digging into student engagement data may wane if only a handful of students from their department are among the respondents. For this reason many campuses are surveying more students than called for by NSSE’s standard sampling strategy (which is designed to produce acceptable point estimates at the institutional level).

A large sample size reduces sampling error and is more likely to yield enough respondents to be able to “drill down” to the department or major field level. More important, faculty members can be more confident that the data represent “their” students, a key to generating interest and commitment to improvement. There are various ways to achieve this objective, such as requesting NSSE to oversample a particular student population, or by locally administering the survey on campus via classrooms, residence halls, or campus mail.





3

### Understand what student engagement data represent and use the results wisely.

Most schools have little experience using student engagement data. Thus, they need time, space, and experience to understand and make the best use of NSSE results. A few faculty members will almost surely question the validity and reliability of the data and whether students accurately report their experiences. We know of no school where NSSE results told a different story than that suggested by other sources of evidence. At the same time, effectively managing the inevitable denial that comes with being confronted with less-than-desirable results (and almost every school has one or more areas where it is falls short of its self image) is a critical step in the process of moving from discussion to action. When possible, confirm NSSE results with other information to directly address skepticism and to encourage colleagues to suspend disbelief.

4

### Report student engagement results in a responsible way.

Every time an institution discloses its student engagement results is an opportunity to help educate the public about the value of student engagement as a new metric for defining and examining collegiate quality. For this reason, NSSE encourages participating schools to share their results, provided that disclosure leads to a better understanding of collegiate quality and promote institutional improvement efforts. NSSE especially supports public reporting of student engagement results in ways that enable thoughtful, responsible institutional comparisons while encouraging and celebrating institutional diversity. So far, more than one quarter of NSSE schools have made some or all of their NSSE results available to the public (e.g., Web site, alumni magazine, press release).

That said, public disclosure is an institutional decision; NSSE does not make institutional scores available to third parties nor do we

endorse the use of student engagement results in rankings [see [www.iub.edu/~nsse/html/usingst.shtml](http://www.iub.edu/~nsse/html/usingst.shtml) for NSSE's policy on rankings]. Moreover, in the near term some colleges and universities will be understandably cautious about releasing their scores with only one or two years of information available, or if the institution has not thoroughly vetted and had an opportunity to take action on the results. It's counterproductive if disclosure diverts institutional focus and energy away from improvement because student engagement data are used inappropriately or irresponsibly.

5

### Don't allow the numbers to speak for themselves.

Every number and comparison reported publicly should be accompanied by an explanation and interpretation of what can and cannot be concluded from the results. Moreover, it's almost inevitable that institutional comparisons will be made after data are released. These can be especially problematic and misleading when they include schools that differ in terms of mission and resources and in the percentages of students who are enrolled full- or part-time, who are transfers, or who major in various fields. Without explaining what the numbers mean, people lacking relevant contextual information may infer their own (frequently erroneous) interpretations. Think through the most effective local release strategy. Is it wise to disclose all the NSSE results at one time? Or will featuring selected patterns of engagement data in short reports targeted to various groups be more likely to have the desired effect? Releasing the results over a period of time insures a steady flow of information and may, over the long term, attract more attention as more people are exposed to the concept of student engagement. A steady flow of information also presents ongoing opportunities for periodic updates about how the results are being used.

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*“Among the ways we're using NSSE results is to examine the relationships between engagement and persistence with an eye toward identifying students who may be prone to leaving college early.”*

—Janet Easterling,  
Institutional Research Associate,  
Seton Hall University.

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*“We asked faculty members how they thought their students WOULD respond and how they think their students SHOULD respond. Their responses were compared with our 2001 results and the discrepancy analysis helped focus campus conversation and action on those areas where student scores differed from faculty expectations.”*

—Joseph Prus,  
Director of the Office of  
Assessment, Winthrop University



## Lessons Learned (continued)

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*“We put selected NSSE results on table tents in the Faculty and Staff dining room, which created some discussion.”*

*—Gwen Lee-Thomas,  
Director of Assessment,  
Rose-Hulman Institute of  
Technology*

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*“Saint Michael’s College is part of a pilot group of 10 NEASC institutions for which we are developing an institutional assessment portfolio Web page, which includes the benchmark report from NSSE and related data. This will also be available to all of the campus community.”*

*—Jan Sheeran,  
Vice President for Academic  
Affairs, St. Michael’s College*

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### **Examine the results from multiple perspectives.**

The results from the first administration of NSSE may best be viewed as a baseline indication. One set of findings may be enough to mobilize action, especially when peer comparisons confirm or challenge assumptions about the quality of performance. But equally meaningful discussions result when colleagues take a criterion-referenced view of student engagement in the context of the school’s mission and then determine what are reasonable levels of engagement in certain educational practices (as illustrated in the **Southwest Texas State** example). Because certain groups of students may be more or less engaged, it’s also wise to compare their engagement levels, such as first-year women students or seniors in various majors. In addition, as we illustrate in the next section, students with different backgrounds and attendance patterns may also have engagement patterns that differ from the dominant institutional pattern.

7

### **Link results to other information about the student experience and complementary initiatives.**

Student learning is enhanced when students engage in a variety of complementary activities inside and outside the classroom. In a similar vein, the positive impact of student engagement results will be multiplied if the data can be made relevant to groups of faculty and staff working on different reform efforts around the campus. To this end, student engagement data can be used to foster collaboration across various innovations such as general education reform, Scholarship of Teaching and Learning activities, service learning, and diversity initiatives. This will help units with common improvement agendas to work together and increase the positive impact on teaching and learning that each effort might produce by itself.

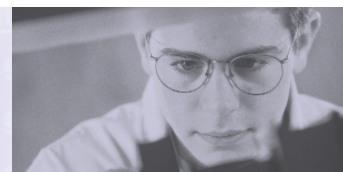
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### **Don’t go it alone.**

Institutions often are stymied in their efforts to improve because they encounter inevitable obstacles and drags on their will and resources. It’s difficult to sustain energy and commitment in the face of the myriad daily distractions and multiple competing priorities inherent in contemporary academic life. Peter Ewell of the National Center on Higher Education Management Systems and others argue that the chances of successful innovation improve when campus teams are formed and institutions work together in consortial arrangements on topics of mutual interest. Institutional teams linked to partners at other schools introduce a measure of peer accountability into the process and also provide much-needed support and encouragement to persevere. In addition, participating in a consortium will likely increase the number of institutionally compatible, transportable exemplars that are encountered, as more people are looking for them. NSSE, AAHE, AAC&U and other organizations are using variants of the consortium model in retreats and summer workshops. Another approach worthy of emulation are the statewide NSSE conferences in Ohio and Texas that bring together neighboring colleges and universities to learn and share how to best use student engagement data to facilitate institutional improvement.



## A Closer Look at Selected Areas of Student Engagement



**E**ngaging in effective educational practices is critical to learning and personal development for all students. And knowing how particular groups of students are performing is necessary to take appropriate action when needed. In this section we examine the relationships between engagement and what students bring with them to college (input characteristics), experiences they have with diversity and learning communities, and outcomes as reflected in grades and self-reported gains. Where appropriate, the analyses controlled for year in school, race, sex, age, transfer status, place of residence (on/off-campus), major field, enrollment status, parents' educational attainment, sector, undergraduate headcount, Carnegie Classification, urbanicity, and the measure of institutional selectivity from Barron's.

### Race and Ethnicity

In general, students from different racial and ethnic backgrounds appear to engage in effective educational practices at comparable levels. Among the exceptions:

- Asian Pacific Americans and African-Americans are somewhat more likely to take part in enriching educational experiences than their peers.

- African-Americans report more active and collaborative learning activities, Asian Pacific Americans are the least engaged in this area.

Race and ethnicity are also related to student-reported gains and satisfaction:

- African-Americans and Asian Pacific Americans report greater gains in personal growth.

- Latinos/as and Whites are the two groups most satisfied with their college experience.

### International Students

Generally speaking, international students are more engaged in effective educational practices than their American counterparts, especially in the first year. International students:

- Score higher on academic challenge
- Interact more frequently with faculty members
- Engage more in diversity-related activities
- Perceive the campus environment to be more supportive
- Report greater gains in personal and social development, practical competence, and general education

First-year international students report higher levels of active and collaborative learning than their American peers, but spend significantly less time relaxing and socializing. By the senior year international students are more like American students in terms of time spent socializing.

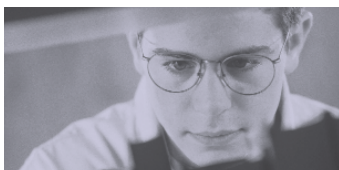
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*“NSSE should be a key instrument for every college and university that wants to improve its undergraduate education. The NSSE indicators are sound surrogates for learning and signposts of good practice.”*

*—Thomas Ehrlich,  
Senior Scholar, The Carnegie  
Foundation for the Advancement  
of Teaching*







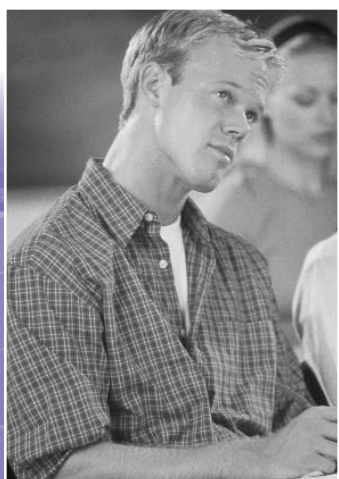
## A Closer Look at Selected Areas of Student Engagement (continued)

### Transfer Students

Forty percent of all seniors attended college at one or more institutions in addition to the one they are currently attending. What is the quality of the educational experience for those who attend multiple institutions during their undergraduate years?

Senior transfer students share many characteristics with both older students and commuters but differ in marked ways from their counterparts who stayed at the same college where they started. In general, being a transfer student is negatively related with scores on four of the five benchmarks: active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment. These relationships hold true even after controlling for institutional factors like sector, enrollment size, and Carnegie type, and also when controlling for student characteristics like sex, enrollment status, age, and race.

However, transfer students appear to be performing academically on par with non-transfer students in that they report comparable grades and similar degree of academic challenge. In addition, they more frequently rewrite papers and are more likely to be prepared for class.



#### Senior transfer students are **more** likely to:

- Be older, enrolled part-time, and drive to campus
- Spend time caring for dependents
- Be a student of color

#### Senior transfer students are **less** likely to:

- Work with classmates outside of class to complete class assignments
- Tutor other students
- Use e-mail to communicate with an instructor
- Talk about career plans with a faculty member or advisor
- Work with faculty members on activities other than coursework
- Perceive the campus environment as supportive of their social needs

### Women in Science, Math, Engineering, and Technology

Attracting more women to careers in science, math, engineering, and technology (SMET) continues to be a priority. Though 66 percent of NSSE 2002 respondents were women, they constituted only about 45 percent of all senior SMET majors.

In general, women SMET majors report greater levels of academic challenge. They spend more time studying and less time relaxing and socializing compared with men SMET students and women students in other fields.

#### Compared with **men** SMET majors, women SMET majors report:

- Greater academic challenge
- More enriching educational experiences
- More progress in greater personal and social development
- More interaction with faculty members
- A more supportive campus environment
- Less relaxing and socializing
- Less progress in practical competence

#### Compared with **women** in other majors, women SMET majors report:

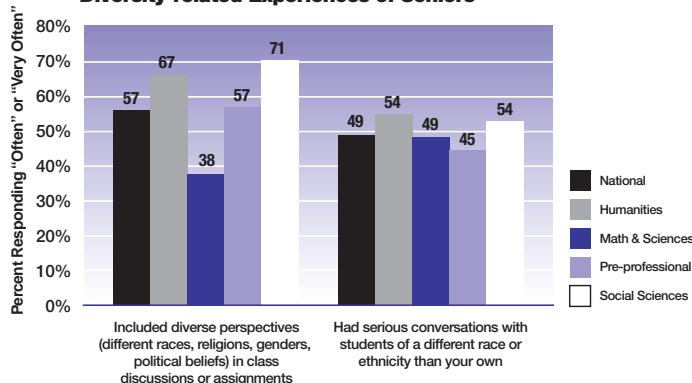
- More interaction with faculty members
- More challenging exams
- Making more progress in practical competence
- Less active and collaborative learning
- Less relaxing and socializing
- Less progress in general education
- Less progress in personal and social development

## Experiences with Diversity

Diversity-related experiences are positively related to many other effective educational practices. Such experiences include:

- Attending an institution that encourages contact among students of different backgrounds
- Talking with others of different races/ethnicities
- Talking with others who are very different in terms of their religious beliefs or personal values, and
- Incorporating diverse perspectives into class discussions or writing reports

**Diversity-related Experiences of Seniors**



Students who have more experience with diversity report:

- More progress in personal and educational growth
- More involvement in active and collaborative learning and
- Higher levels of satisfaction with their college experience

Diversity experiences vary by institutional type. Students at Liberal Arts Colleges are the most likely to engage in diversity-related activities, while students at Master's institutions are the least likely. Density of racial and ethnic groups is important as students are somewhat more likely to engage in diversity-related activities on campuses where there are larger proportions of students of color, regardless of institution type.

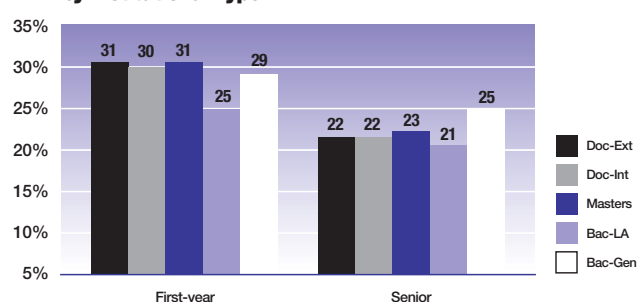
## Learning Communities

Nationally, 29% of first-year students and 22% of seniors report participating (or planning to participate) in some type of learning community—an experience where students take two or more of the same courses together. Learning communities are positively related to all of the five benchmarks, diversity experiences, gains in personal and social development, practical competence, and general education, and overall satisfaction with the undergraduate college experience. This is true for both first-year and senior students, though the effects are greatest for first-year students (as they are more likely to have had the experience recently).

Among the students most likely to gravitate to learning communities are:

- Women
- Full-time students
- Students living in Greek housing
- Native students (contrasted with transfer students)
- International students
- Students majoring in health-related fields; education; ethnic, cultural and area studies; park, recreation and sports management; agriculture; and liberal/general studies.

**Student Participation in Learning Communities by Institutional Type**



## Grades and Engagement

Engagement is linked to a wide array of desired outcomes of college, so it's no surprise that engagement and grades go hand-in-hand. In fact, GPA is positively related to all five benchmark scores and nearly all of the effective educational practices represented on the NSSE survey. Specifically, GPA is associated with time spent preparing for class, coming to class prepared, asking questions in class, tutoring other students, receiving prompt feedback from faculty, high quality relationships with faculty, and a favorable evaluation of overall educational experiences in college. These patterns generally hold for both first-year and senior students, though they don't explain the direction of the relationship between grades and engagement. That is, does engagement result in higher grades, or do higher grades promote more engagement?

- 19% of first-year students and 24% of seniors report A grades.
- Few students report C or lower average grades—only 5% of first-year students and 1% of seniors.
- Women report higher grades than men.
- White students generally reported the highest grades, Asian and multiracial students somewhat lower grades, Latina/o and Native American students lower grades still, and African American students reported the lowest grades.
- Grade patterns vary by major fields. Seniors majoring in education, foreign languages, humanities, math, and the visual and performing arts report the highest GPAs, while those majoring in agriculture, engineering, and public administration report the lowest.
- Grades do not vary appreciably by institutional type or selectivity strata, though the distribution of grades is considerably compressed at more selective institutions.



## Next Steps

“

*“NSSE is an invaluable resource. It sheds light on our strengths, while at the same time pointing us to areas where improvement is needed. It also gives us confidence to continually improve, a benefit of participation in the survey that is difficult to calculate.”*

*—Peter Smith,  
President, California State  
University-Monterey Bay*

“

*“NSSE has been most useful for highlighting areas where improvement might be made. A faculty discussion focused on writing across the curriculum was well attended, the discussion was lively, and several ideas for expanding and improving writing instruction were proposed.”*

*—Margaret Kasimatis,  
Executive Assistant to the  
President for Assessment, Harvey  
Mudd College*

**N** SSE is now a well-established, valid and reliable assessment tool. Building on this foundation, NSSE is working with an expanding cadre of partners to further strengthen institutional accountability for student learning.

### Community College Survey of Student Engagement (CCSSE)

Based at the University of Texas at Austin, CCSSE (“sessie”) is directed by Kay McClenney and supported by grants from The Pew Charitable Trusts, Lumina Foundation for Education, and the MetLife Foundation. With an additional emphasis on retention issues, about 80-plus percent of the CCSSE survey questions overlap with NSSE items. After a year of field-testing, CCSSE’s first national administration will be in spring 2003. NSSE and CCSSE envision a number of collaborative efforts, such as examining student engagement at two-year and four-year campuses within a single state or university system and tracking the movement and performance of students between the two sectors.

### NSSE Institute

The NSSE Institute helps faculty members, administrators, governing board members and others interested in enhancing the quality of undergraduate education to discover and implement effective mechanisms for linking information about student experiences to efforts to improve academic programs and support services. The first set of Institute initiatives was launched in partnership with the American Association for Higher Education with support from Lumina Foundation for Education. This project, Documenting Effective Educational Practice (DEEP), features case studies of about twenty colleges and universities that have higher-than-predicted scores on the NSSE benchmarks and also have higher-than-predicted graduation rates. The goal is to discover and document what these institutions do and, to the extent feasible, how they have achieved this measure of effectiveness. In addition, NSSE and AAHE are working with teams from institutional consortia made up of schools committed to improving the undergraduate experience. These activities include: (1) roundtables and discussions at AAHE’s Summer Academy where teams will identify objectives for and obstacles to profitable insti-

tutional use of student engagement information; (2) collaborative work on developing agendas for using NSSE data to increase student success; and (3) development of an initial cadre of personnel available to work with campuses committed to using student-engagement data to enhance educational effectiveness and promote student success.

### Wabash College Center of Inquiry in the Liberal Arts.

NSSE Institute personnel along with Fellows from the Wabash Center are collaborating to learn more about effective educational practices at a set of high-performing liberal arts colleges as part of Project DEEP. The Wabash Center is a catalyst for reshaping liberal arts education in the 21st century by providing resources to explore, test, and promote the efficacy of the liberal arts.

### Building Engagement and Attainment of Minority Students (BEAMS)

With support from Lumina Foundation for Education, NSSE staff members are working with AAHE and the Alliance for Equity in Higher Education (Alliance) to help reduce the national gap in educational attainment for African Americans, Hispanics, and Native Americans by increasing the number of students from these groups who earn a bachelor’s degree. The project will enable up to 150 Alliance member institutions to focus on enhancing student engagement, learning, and success. BEAMS schools will administer NSSE twice between 2003 and 2006, first to identify priorities for action and a second time to track progress. In addition, participating schools will participate in a variety of capacity-building activities ([www.aahe.org/BEAMS](http://www.aahe.org/BEAMS)).

NSSE’s expanded workscope and the NSSE Institute promise to transform NSSE from an annual survey of undergraduates into a national movement for using data to improve the undergraduate experience. Working with such groups as The Carnegie Foundation, AAHE, AAC&U, NASPA, the Wabash College Center for Inquiry in the Liberal Arts and other organizations committed to enhancing student learning positions NSSE well for realizing its mission of strengthening institutional accountability for learning. We invite you to join us in this timely, much-needed endeavor.



## Notes

### Supporting Materials on NSSE Web Site

For more detailed information in the following areas, please visit the NSSE Web site at:

[www.iub.edu/~nsse/html/report-2002.shtml](http://www.iub.edu/~nsse/html/report-2002.shtml)

- Copy of NSSE's survey instrument, *The College Student Report 2002*.
- Profiles of all participating colleges and universities
- NSSE 2000-2001 benchmark percentiles and descriptive statistics by first-year students and seniors and by Carnegie classification
- Creating the NSSE benchmarks of effective educational practice
- NSSE conceptual framework and overview of psychometric properties

### Resources

Chickering, A.W., & Gamson, Z.F. (1987). *Seven principles for good practice in undergraduate education*. *AAHE Bulletin*, 39(7), 3-7.

*Improving the college experience: National benchmarks for effective educational practice* (2001). Bloomington, IN: Indiana University Center for Postsecondary Research and Planning.

Kuh, G.D. (2001). Assessing what really matters to student learning: Inside the National Survey of Student Engagement. *Change*, 33(3), 10-17, 66.

Kuh, G.D., Hayek, J.C., Carini, R.M., Ouimet, J.A., Gonyea, R.M., & Kennedy, J. (2001). *NSSE technical and norms report*. Bloomington, IN: Indiana University Center for Postsecondary Research and Planning.

Pascarella, E.T. (2001). Identifying excellence in undergraduate education: Are we even close? *Change*, 33(3), 19-23.

*The NSSE 2000 Report: National benchmarks of effective educational practice*. Bloomington, IN: Indiana University Center for Postsecondary Research and Planning.



"We've used our NSSE results fairly extensively in discussions within our Provost's Council to better understand the behavior of our students so that we can manage our academic and co-curricular programs as well as possible. In general we find this to be an extremely useful instrument."

—Alan Caniglia,  
Franklin & Marshall College





## Summary Statistics

### National Benchmarks of Effective Educational Practice

**T**o represent the multi-dimensional nature of student engagement at the national, sector, and institutional levels, NSSE developed five indicators or benchmarks of effective educational practice:

- Level of academic challenge
- Active and collaborative learning
- Student-faculty interaction
- Enriching educational experiences
- Supportive campus environment

The benchmarks are based on the combined results from 2000, 2001, and 2002, and reflect responses from about 135,000 randomly sampled first-year and senior students at 613 different four-year colleges and universities. As expected, the scores are very similar to those reported in 2000 and 2001.

Student cases are weighted for sex and enrollment status (full time, less than full time). Single institution benchmarks are created by summing the weighted, averaged, equalized values of each item within the benchmark. Comparison group benchmarks (Carnegie Classification and national) are the mean of institutional benchmarks within the respective category. To facilitate comparisons across time, as well as between individual institutions and types of institutions, each benchmark is expressed as a 100-point scale. For more details on the construction of the benchmarks, visit:

[www.iub.edu/~nsse/html/report-2002.shtml](http://www.iub.edu/~nsse/html/report-2002.shtml)

As in previous years, smaller schools generally have higher benchmark scores across the board. However, the variation of benchmark scores within categories of institutions is substantial so that some large institutions are more engaging than certain small colleges in a given area of effective educational practice. Thus, many institutions are exceptions to the general principle that "smaller is better" in terms of student engagement. For this reason, it is prudent that anyone wishing to estimate collegiate quality ask for student engagement results or comparable data from the specific institution being considered.

## Carnegie Classification of Institutions of Higher Education\*

### Doctoral / Research Universities-Extensive (Doc-Ext)

These institutions offer a wide range of baccalaureate programs and are committed to a graduate education through the doctorate. They award 50 or more doctoral degrees per year across at least 15 disciplines.

### Doctoral / Research Universities-Intensive (Doc-Int)

These institutions offer a wide range of baccalaureate programs and are committed to graduate education through the doctorate. They award at least 10 doctoral degrees per year across three or more disciplines, or at least 20 doctoral degrees per year over all.

### Master's Colleges and Universities (Master's)

#### Master's Colleges and Universities I

These institutions offer a wide range of baccalaureate programs and are committed to graduate education through the master's degree. They award 40 or more master's degrees annually across three or more disciplines.

#### Master's Colleges and Universities II

These institutions offer a wide range of baccalaureate programs and are committed to graduate education through the master's degree. They award 20 or more master's degrees annually in one or more disciplines.

### Baccalaureate Colleges-Liberal Arts (Bac-LA)

These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They award at least half of their baccalaureate degrees in the liberal arts.

### Baccalaureate Colleges-General (Bac-Gen)

These institutions are primarily undergraduate colleges with major emphasis on baccalaureate programs. They award fewer than half of their baccalaureate degrees in liberal arts fields.

Source: Carnegie Classification of Institutions of Higher Education, 2000 Edition. (2000). Menlo Park, CA: Author. \* Not all categories are listed in the table.

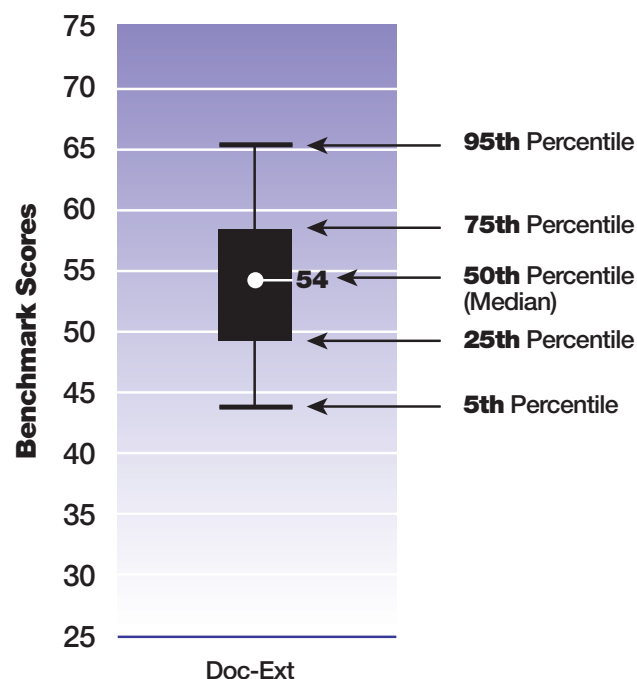
## Guide to Benchmark Figures

**T**he charts in this section are a modified “box and whiskers” type of display. Each column shows the benchmark scores at the 5th, 25th, 50th (median), 75th, and 95th percentiles. The white circle with horizontal line to the right signifies the median—the middle score that divides all institutional benchmarks into two equal halves. The rectangular box shows the 25th to 75th percentile range, i.e. the middle 50 percent of all scores. The “whiskers” on top and bottom are the 95th and 5th percentiles.

This type of chart gives more information than a chart of simple point-estimates such as means or medians. One can see the range and variation of institutional scores in each category, and also where mid-range or normal scores fall. At the same time, one can see what score is needed (i.e. 75th or 95th percentile) to be a strong performer in the group.

The specific percentile scores are also listed in a table below the charts.

## Guide to Benchmark Figures




## Benchmark Item Frequency Tables

Following each benchmark is a table of item frequencies based on the NSSE 2000-2002 student-level database. These tables show the percentages of how students responded to each of the survey items within the benchmark. The values listed are column percentages. Frequencies are shown by class standing for each of the Carnegie Classification types and national dataset.

In addition, a special column labeled ‘Top 5%’ shows the response percentages of students attending schools that scored in the top 5 percent of all institutions (roughly 30 schools) on the benchmark. Thus, the pattern of responses among the Top 5% institutions shows what would need to be achieved in order to be among the top performers on a particular benchmark.

		First-Year Students						Senior			
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5% National	Doc-Ext	Doc-Int	Master's	Bac
Asked questions in class or contributed to class discussions	Never	5	4	3	1	1	5	4	3	2	1
	Sometimes	47	43	39	29	37	35	35	31	25	1
	Often	32	33	34	34	36	36	32	33	33	3
	Very Often	16	20	24	35	25	39	30	33	40	5
Made a class presentation	Never	25	18	15	11	11	3	7	5	3	2
	Sometimes	56	55	53	60	53	49	44	38	32	3
	Often	15	21	25	24	28	35	32	35	39	4
	Very Often	4	6	7	6	9	14	17	21	26	2
Worked with other students on projects during class	Never	14	11	10	15	11	8	13	11	8	1
	Sometimes	49	46	48	50	48	42	46	45	44	5
	Often	29	33	33	28	32	35	28	30	34	2
	Very Often	8	10	10	7	9	15	13	14	15	3
Worked with classmates outside of class to prepare class assignments	Never	15	15	15	6	11	3	7	8	7	3
	Sometimes	49	46	48	44	45	35	35	35	38	3
	Often	27	28	28	37	33	41	33	33	34	3
	Very Often	10	10	9	13	12	21	25	24	21	2
Tutored or taught other students (paid or voluntary)	Never	52	53	55	48	50	39	46	46	45	3
	Sometimes	34	34	33	37	35	36	36	36	36	3
	Often	10	9	9	11	11	16	11	11	11	1
	Very Often	4	4	4	5	4	9	7	7	8	1
Participated in a community-based project as part of a regular course	Never	77	74	70	67	61	51	66	64	56	5
	Sometimes	17	20	21	24	29	33	24	25	30	3
	Often	4	5	6	6	8	11	7	7	9	3
	Very Often	2	2	2	3	3	6	4	4	5	2
Discussed ideas from your readings or classes outside of class	Never	6	7	6	3	5	3	4	4	3	2
	Sometimes	38	39	38	30	35	28	34	35	33	2
	Often	36	34	36	39	38	40	39	38	39	3
	Very Often	20	19	20	28	21	30	24	23	25	3





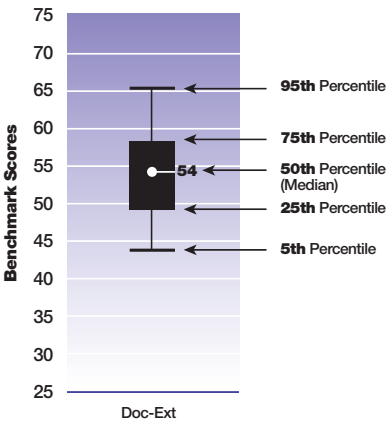
# National Benchmarks of Effective Educational Practice

1

## Level of Academic Challenge

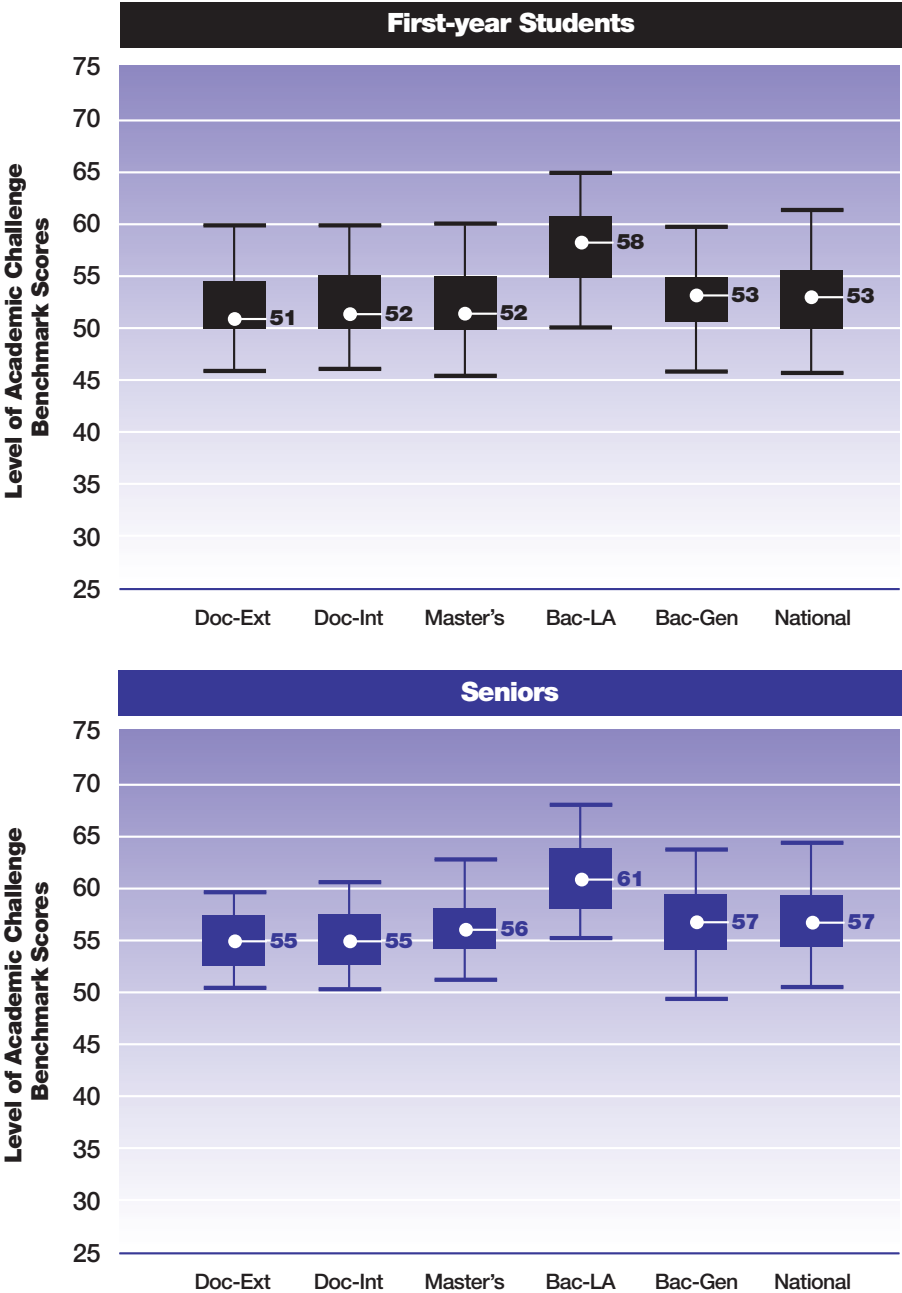
**C** hallenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by setting high expectations for student performance.

Guide to Benchmark Figures



Percentiles for Level of Academic Challenge

First-year Students							Seniors						
	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	National		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	National
95th%	59	59	59	65	59	62	95th%	59	60	62	67	63	64
75th%	54	55	55	61	56	56	75th%	57	57	58	64	59	59
50th%	51	52	52	58	53	53	50th%	55	55	56	61	57	57
25th%	49	50	50	55	51	50	25th%	53	53	54	58	54	54
5th%	47	48	46	50	47	47	5th%	51	51	51	55	50	51



## Level of Academic Challenge (in percentages)

		First-year Students							Seniors						
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	National	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	National
Preparing for class (studying, reading, writing, rehearsing, and other activities)	0 hrs/wk	1	1	1	0	0	0	1	1	1	1	0	1	0	1
	1-5 hrs/wk	17	22	22	11	18	5	19	20	23	22	12	19	10	20
	6-10 hrs/wk	24	26	26	19	24	14	24	24	25	26	21	25	20	25
	11-15 hrs/wk	21	18	19	18	19	16	19	17	17	18	18	18	18	18
	16-20 hrs/wk	16	15	14	18	16	19	16	15	14	14	17	16	18	15
	21-25 hrs/wk	10	9	9	15	11	18	10	9	9	9	13	10	13	10
	26-30 hrs/wk	7	5	5	10	7	14	7	6	6	6	10	6	10	6
	30+ hrs/wk	5	4	4	8	6	13	5	8	6	6	10	6	11	7
Working harder than you thought to meet expectations	Never	11	9	8	8	7	7	9	9	8	6	7	6	6	7
	Sometimes	41	41	39	37	39	31	39	41	39	37	35	37	34	37
	Often	35	36	38	38	38	38	37	35	38	40	38	39	38	38
	Very Often	14	14	15	17	16	24	15	15	16	18	20	19	22	18
Number of assigned textbook readings	None	1	1	1	0	1	0	1	1	2	1	1	1	1	1
	Between 1-4	15	18	19	7	16	4	16	23	26	25	13	23	11	23
	Between 5-10	37	38	37	25	37	19	35	36	37	36	28	34	25	34
	Between 11-20	33	31	29	40	32	39	32	25	23	24	32	27	34	26
	More than 20	15	13	14	27	14	38	16	15	13	14	26	16	30	16
Number of written papers or reports 20 pages or more	None	86	83	84	84	83	81	84	51	50	50	36	47	34	48
	Between 1-4	11	13	12	14	13	17	13	40	41	41	56	44	56	44
	Between 5-10	2	2	2	1	2	1	2	6	6	6	6	6	7	6
	Between 11-20	1	1	1	1	1	1	1	2	2	2	1	2	2	2
	More than 20	1	1	1	1	1	0	1	1	1	1	1	1	1	1
Number of written papers or reports between 5-19 pages	None	13	13	12	4	9	2	10	9	11	8	3	6	3	8
	Between 1-4	49	49	49	41	50	34	48	43	45	42	30	41	27	41
	Between 5-10	27	27	27	36	28	41	29	31	29	31	39	33	40	32
	Between 11-20	9	9	10	16	10	19	11	13	11	14	21	15	23	15
	More than 20	2	2	2	3	2	4	2	4	4	5	6	5	7	5
Number of written papers or reports fewer than 5 pages	None	3	4	3	2	1	2	3	6	9	7	5	5	4	7
	Between 1-4	27	25	23	15	19	15	23	31	32	30	24	26	22	29
	Between 5-10	32	34	31	32	30	30	32	27	26	26	29	28	30	27
	Between 11-20	24	23	26	30	28	32	26	20	19	20	24	21	24	21
	More than 20	14	14	16	21	21	22	17	16	14	17	18	20	20	17
Coursework : Analyzing the basic elements of an idea, experience, or theory	Very Little	2	2	3	1	3	0	2	2	2	2	1	2	1	2
	Some	20	20	21	13	21	8	19	15	15	15	10	17	8	14
	Quite a Bit	45	44	45	41	45	37	44	42	43	43	40	42	35	42
	Very Much	33	34	32	44	31	55	35	42	40	41	49	39	57	42
Coursework: Synthesizing and organizing ideas, information, or experiences	Very Little	7	6	7	3	7	2	6	5	5	4	2	5	2	4
	Some	32	31	32	24	32	17	31	25	24	24	17	25	13	23
	Quite a bit	39	39	40	41	40	38	40	38	41	40	38	40	35	39
	Very much	22	24	22	32	21	43	24	31	30	32	43	30	51	33
Coursework: Making judgments about the value of information, arguments, or methods	Very Little	10	8	8	5	8	3	8	8	8	7	4	7	3	7
	Some	34	32	31	28	32	23	31	29	27	26	23	27	19	26
	Quite a bit	37	38	39	40	39	39	38	36	38	38	38	38	37	37
	Very much	20	23	22	27	22	35	23	27	27	29	35	29	40	29
Coursework: Applying theories or concepts to practical problems or in new situations	Very Little	5	5	6	4	5	3	5	4	4	4	3	4	2	4
	Some	26	26	27	23	26	18	26	20	20	19	18	20	15	19
	Quite a bit	37	38	39	38	39	35	38	35	36	37	36	36	33	36
	Very much	32	31	28	35	30	44	31	41	40	41	43	41	49	41
Emphasize: Spending significant amounts of time studying	Very Little	3	3	3	2	2	1	3	3	3	3	1	2	1	3
	Some	19	19	19	13	16	7	17	21	20	19	13	17	10	18
	Quite a bit	45	44	46	42	45	32	45	45	45	47	42	46	38	45
	Very much	33	34	33	43	36	61	36	31	33	32	44	35	51	34

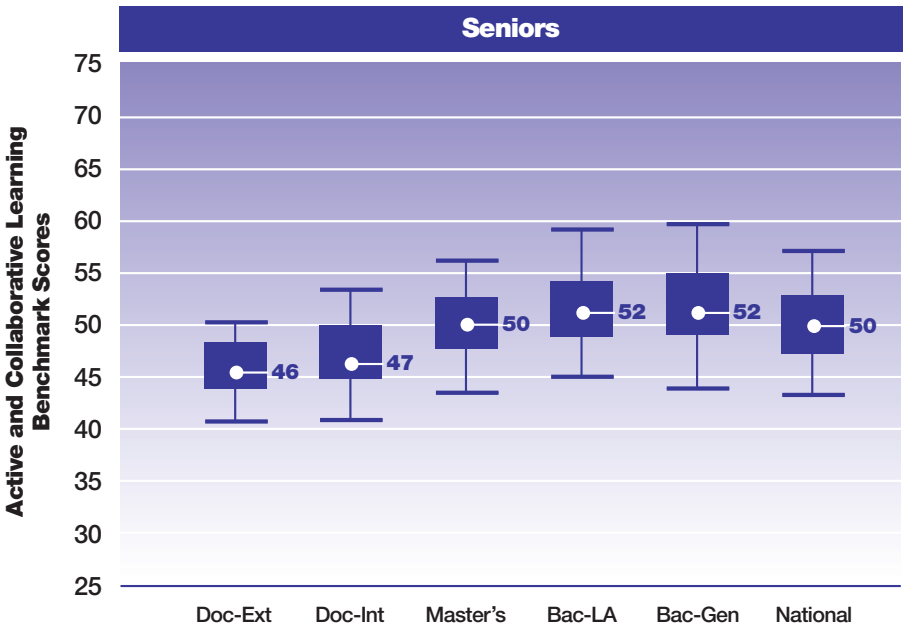
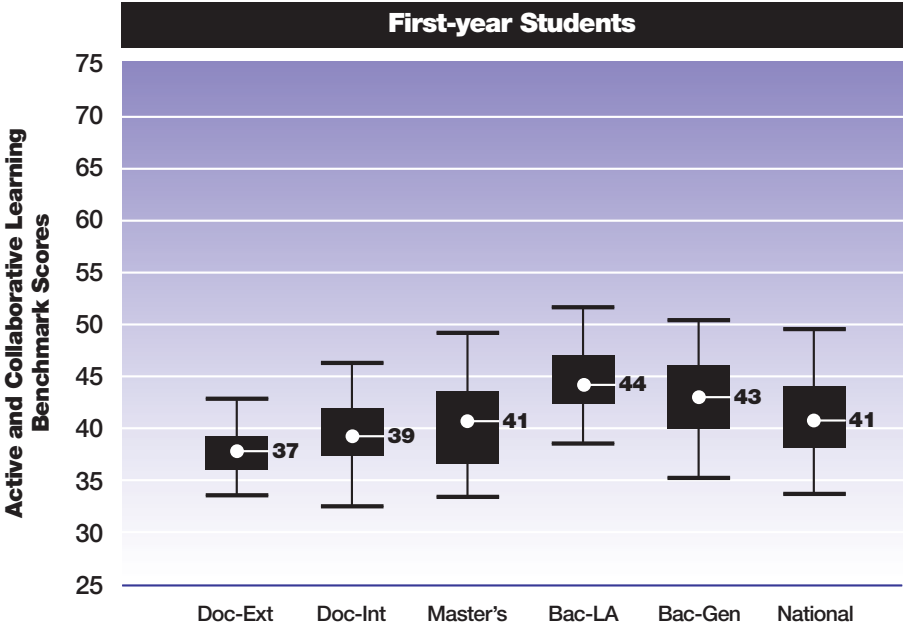
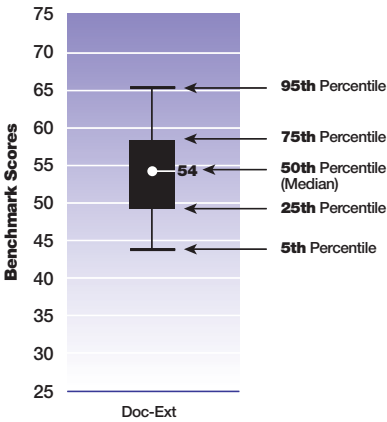


National Benchmarks of Effective Educational Practice

2 Active and Collaborative Learning

Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily, both during and after college.

Guide to Benchmark Figures



Percentiles for Active and Collaborative Learning

First-year Students							Seniors						
	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	National		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	National
95th%	42	46	48	51	50	49	95th%	50	53	56	59	59	57
75th%	39	42	44	47	46	44	75th%	48	50	53	54	55	53
50th%	37	39	41	44	43	41	50th%	46	47	50	52	52	50
25th%	36	37	38	42	40	38	25th%	44	45	48	49	49	47
5th%	34	34	34	39	36	34	5th%	41	41	44	46	44	43





### Active and Collaborative Learning (in percentages)

		First-year Students							Seniors						
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	National	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	National
Asked questions in class or contributed to class discussions	Never	5	4	3	1	2	1	3	4	3	2	1	1	1	2
	Sometimes	47	43	39	29	37	25	39	35	31	25	19	23	16	27
	Often	32	33	34	34	36	36	34	32	33	33	30	33	28	32
	Very Often	16	20	24	35	25	39	25	30	33	40	50	44	56	39
Made a class presentation	Never	25	18	15	11	11	3	16	7	5	3	2	2	1	4
	Sometimes	56	55	53	60	53	49	55	44	38	32	35	32	19	35
	Often	15	21	25	24	28	35	23	32	35	39	41	40	40	37
	Very Often	4	6	7	6	9	14	6	17	21	26	22	27	40	23
Worked with other students on projects during class	Never	14	11	10	15	11	8	12	13	11	8	13	9	8	10
	Sometimes	49	46	48	50	48	42	48	46	45	44	50	45	41	46
	Often	29	33	33	28	32	35	31	28	30	34	27	33	33	31
	Very Often	8	10	10	7	9	15	9	13	14	15	9	14	19	13
Worked with classmates outside of class to prepare class assignments	Never	15	15	15	6	11	3	13	7	8	7	5	6	2	7
	Sometimes	49	46	48	44	45	35	47	35	35	38	38	37	27	37
	Often	27	28	28	37	33	41	30	33	33	34	37	36	41	34
	Very Often	10	10	9	13	12	21	11	25	24	21	20	21	30	22
Tutored or taught other students (paid or voluntary)	Never	52	53	55	48	50	39	52	46	46	45	36	40	30	44
	Sometimes	34	34	33	37	35	36	34	36	36	36	37	38	39	36
	Often	10	9	9	11	11	16	10	11	11	11	14	13	18	12
	Very Often	4	4	4	5	4	9	4	7	7	8	12	9	14	9
Participated in a community-based project as part of a regular course	Never	77	74	70	67	61	51	71	66	64	56	57	50	35	58
	Sometimes	17	20	21	24	29	33	21	24	25	30	31	34	40	29
	Often	4	5	6	6	8	11	6	7	7	9	9	10	16	8
	Very Often	2	2	2	3	3	6	2	4	4	5	4	5	10	4
Discussed ideas from your readings or classes outside of class	Never	6	7	6	3	5	3	6	4	4	3	2	3	2	3
	Sometimes	38	39	38	30	35	28	36	34	35	33	26	31	23	32
	Often	36	34	36	39	38	40	37	39	38	39	39	40	40	39
	Very Often	20	19	20	28	21	30	22	24	23	25	33	26	35	26

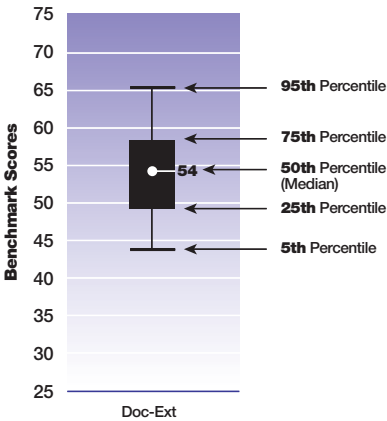


National Benchmarks of Effective Educational Practice

3 Student-Faculty Interactions

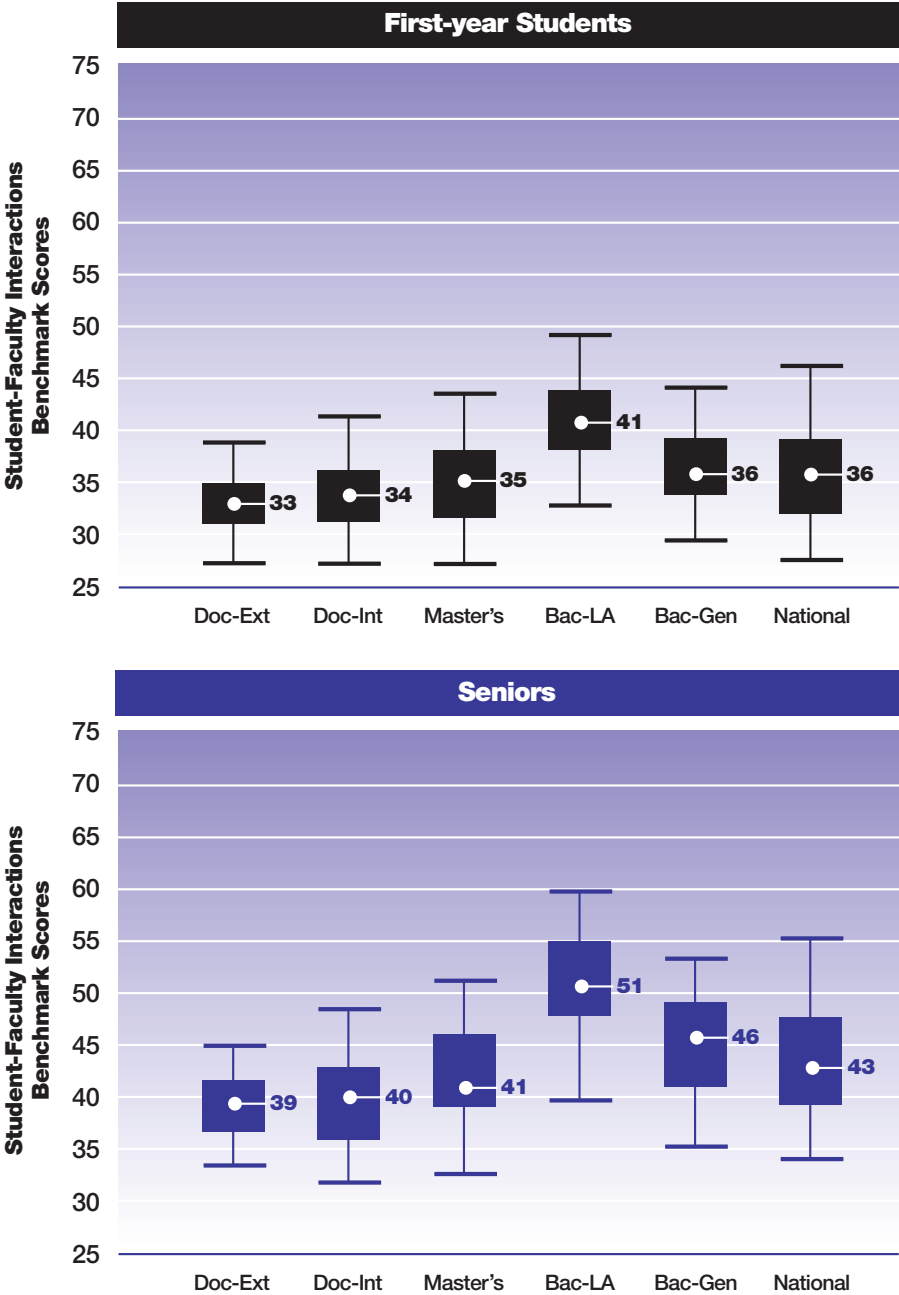
Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result their teachers become role models, mentors, and guides for continuous, lifelong learning.

Guide to Benchmark Figures



Percentiles for Student-Faculty Interactions

First-year Students							Seniors						
	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	National		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	National
95th%	38	41	44	49	44	46	95th%	45	48	51	60	53	55
75th%	35	36	38	44	39	40	75th%	42	43	46	55	49	48
50th%	33	34	35	41	36	36	50th%	39	40	41	51	46	43
25th%	31	32	32	38	33	32	25th%	37	36	38	48	41	39
5th%	28	28	28	33	30	29	5th%	34	32	33	39	35	33





### Student-Faculty Interaction (in percentages)

		First-year Students							Seniors						
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	National	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	National
Discussed grades or assignments with an instructor	Never	8	8	8	4	7	3	7	5	4	4	3	3	2	4
	Sometimes	47	45	45	40	45	29	44	39	39	38	32	38	24	37
	Often	31	33	33	36	33	37	33	34	35	36	37	36	36	36
	Very Often	14	14	15	20	15	32	16	22	21	23	28	23	39	23
Talked about career plans with a faculty member or advisor	Never	26	25	24	20	17	15	23	19	19	16	8	12	4	15
	Sometimes	49	49	47	47	50	40	48	45	45	42	36	40	28	42
	Often	18	19	20	23	23	27	21	23	23	26	30	29	32	26
	Very Often	7	7	8	10	10	18	8	12	13	16	26	19	37	17
Discussed ideas from your readings or classes with faculty members outside of class	Never	48	46	44	30	41	22	42	32	30	28	16	24	10	26
	Sometimes	40	40	41	48	43	48	42	48	48	48	49	50	45	48
	Often	9	11	11	16	12	21	12	15	16	17	23	19	27	18
	Very Often	3	3	4	6	4	10	4	5	6	7	12	7	18	7
Received prompt feedback from faculty on your academic performance	Never	9	9	10	5	8	3	8	6	5	4	2	4	1	4
	Sometimes	42	41	39	31	38	25	38	36	34	31	24	30	18	31
	Often	37	37	38	44	40	45	39	43	44	46	48	46	48	45
	Very Often	12	13	13	20	14	27	15	15	17	19	26	20	33	19
Worked with faculty members on activities other than coursework	Never	72	67	65	51	56	39	63	57	55	50	32	42	22	48
	Sometimes	20	23	24	33	30	36	26	28	29	31	38	34	38	32
	Often	5	7	8	11	10	17	8	10	10	12	18	16	22	13
	Very Often	2	2	3	4	4	7	3	5	6	7	12	9	18	7
Worked on research project with faculty member outside of course	Undecided	48	47	48	48	47	41	48	12	13	13	7	9	7	11
	No	24	26	29	17	31	17	26	61	64	66	59	69	53	64
	Yes	28	27	23	34	22	42	27	27	22	21	34	22	40	25



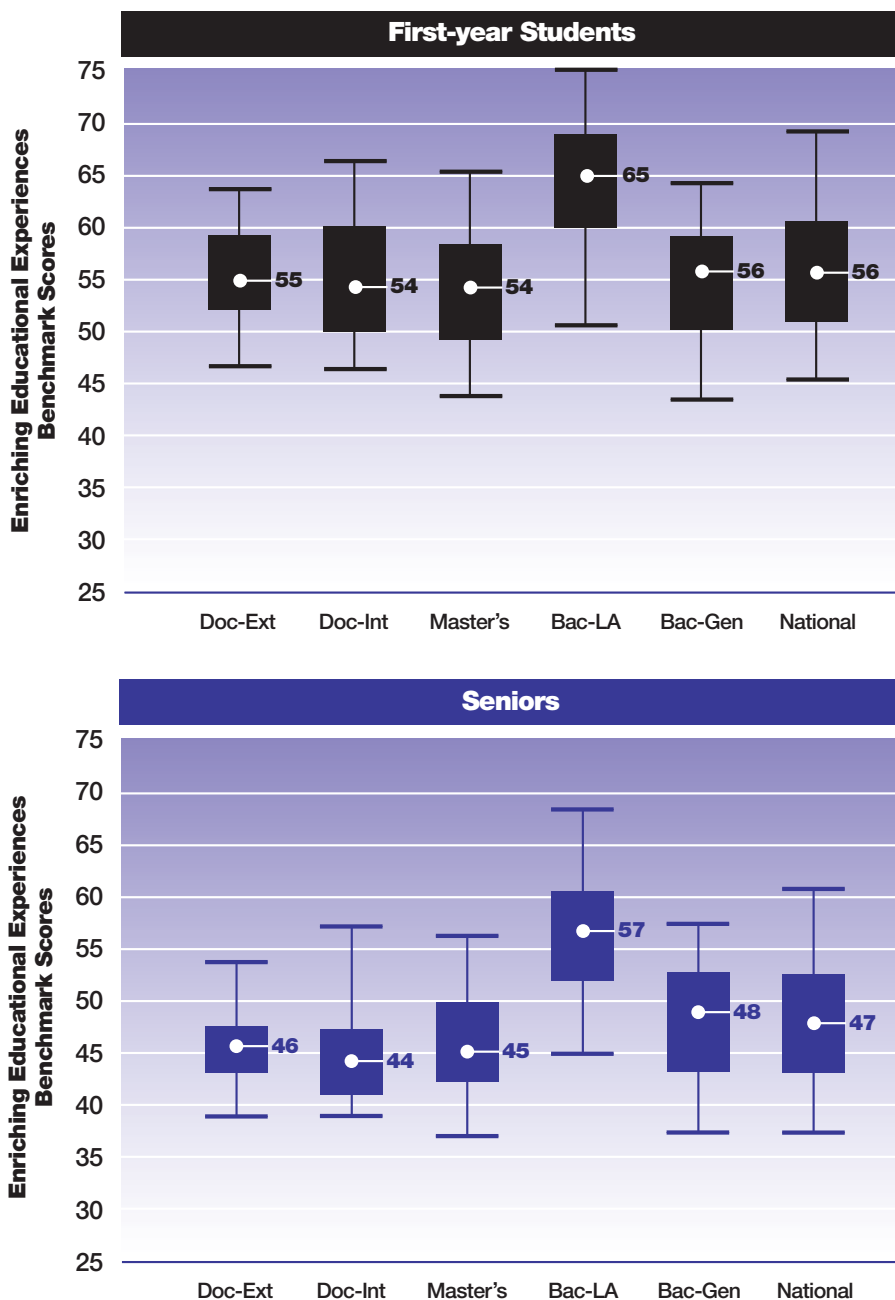


## National Benchmarks of Effective Educational Practice

### 4

## Enriching Educational Experiences

**C**omplementary learning opportunities inside and outside the classroom augment the academic program. Experiencing diversity teaches students valuable things about themselves and other cultures. Used appropriately, technology facilitates learning and promotes collaboration between peers and instructors. Internships, community service, and senior capstone courses provide students with opportunities to synthesize, integrate, and apply their knowledge. Such experiences make learning more meaningful and, ultimately, more useful because what students know becomes a part of who they are.



### Percentiles for Enriching Educational Experiences

First-year Students							Seniors						
	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	National		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	National
95th%	63	66	65	75	64	70	95th%	54	57	56	68	58	62
75th%	59	60	58	69	59	61	75th%	48	48	50	61	53	53
50th%	55	54	54	65	56	56	50th%	46	44	45	57	48	47
25th%	52	50	49	60	50	51	25th%	43	41	42	52	44	43
5th%	47	46	44	52	43	44	5th%	39	39	37	45	38	38

## Enriching Educational Experiences (in percentages)

		First-year Students							Seniors						
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	National	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	National
Encouraged contact among students from different economic, social, and racial or ethnic backgrounds	Very little	18	17	18	14	16	10	17	25	23	21	19	20	14	22
	Some	34	34	34	31	31	26	33	37	37	37	36	36	30	37
	Quite a bit	29	30	29	29	29	30	29	24	26	26	26	26	30	26
	Very much	19	19	19	25	24	34	21	14	14	16	19	18	26	16
Had serious conversations with students of a different race or ethnicity	Never	14	15	18	12	19	8	16	12	14	15	11	18	7	14
	Sometimes	33	33	34	32	35	25	34	35	37	38	36	39	31	37
	Often	26	26	25	26	24	27	25	28	26	26	26	24	26	26
	Very Often	27	26	23	30	22	40	25	25	23	21	27	19	36	23
Had serious conversations with students who are very different from you in terms of religious beliefs, political opinions, or personal values	Never	11	12	13	7	14	4	12	10	13	12	6	13	5	11
	Sometimes	33	35	35	27	37	22	34	36	40	39	32	43	27	38
	Often	29	27	28	30	28	29	28	30	28	29	31	27	32	29
	Very Often	27	25	24	36	21	45	27	24	20	21	31	18	37	23
Used the Internet (list-serv, chat group, etc.) to discuss or complete an assignment	Never	18	20	22	19	23	16	21	14	13	17	16	20	13	16
	Sometimes	29	29	30	31	30	30	30	29	29	29	32	30	29	30
	Often	27	26	26	27	25	26	26	27	27	26	26	24	28	26
	Very Often	26	25	22	24	21	28	24	30	30	28	27	25	30	28
Practicum, internship, field experience, co-op experience, or clinical assignment	Undecided	14	15	17	16	15	14	16	7	7	7	5	5	5	6
	No	4	5	6	3	6	2	5	22	23	22	23	20	19	22
	Yes	81	80	77	81	78	85	79	71	70	71	73	75	76	72
Community service or volunteer work	Undecided	20	22	22	15	18	11	20	10	11	10	5	8	5	9
	No	9	12	11	5	9	3	10	29	33	30	21	25	15	28
	Yes	72	66	68	80	73	86	71	62	57	60	74	67	80	63
Foreign language coursework	Undecided	21	23	24	16	23	11	22	6	7	6	3	6	2	6
	No	34	35	34	20	34	10	32	52	59	59	33	57	19	53
	Yes	45	41	42	64	43	79	46	42	34	35	64	38	78	41
Study abroad	Undecided	34	36	35	29	36	22	34	7	8	7	3	7	3	7
	No	30	35	35	17	33	8	31	76	79	79	61	77	48	76
	Yes	36	30	30	54	30	71	35	16	13	13	36	16	49	18
Independent study or self-designed major	Undecided	36	36	37	42	36	43	38	7	9	8	3	6	3	7
	No	51	47	46	36	46	26	45	68	66	65	55	61	44	64
	Yes	13	17	17	22	18	31	17	25	25	27	42	32	54	29
Culminating senior experience (comprehensive exam, thesis, etc.)	Undecided	50	44	46	36	40	27	44	9	10	10	4	7	2	9
	No	16	15	15	7	14	3	14	45	38	37	22	27	10	35
	Yes	35	41	38	56	46	70	42	46	52	53	74	66	89	57
Participating in co-curricular activities (organizations, campus publications, student government, etc.)	0 hrs/wk	42	50	49	26	38	21	42	46	55	54	26	40	22	46
	1-5 hrs/wk	34	30	30	38	37	42	33	31	26	28	36	36	37	30
	6-10 hrs/wk	12	10	10	16	12	18	12	11	9	9	17	11	20	11
	11-15 hrs/wk	5	5	5	9	6	10	6	5	4	4	9	6	10	5
	16-20 hrs/wk	3	2	3	6	3	6	4	3	3	3	6	4	7	3
	21-25 hrs/wk	2	2	2	3	2	2	2	2	1	1	3	2	3	2
	26-30 hrs/wk	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	30+ hrs/wk	1	1	1	1	1	1	1	1	1	1	2	1	2	1



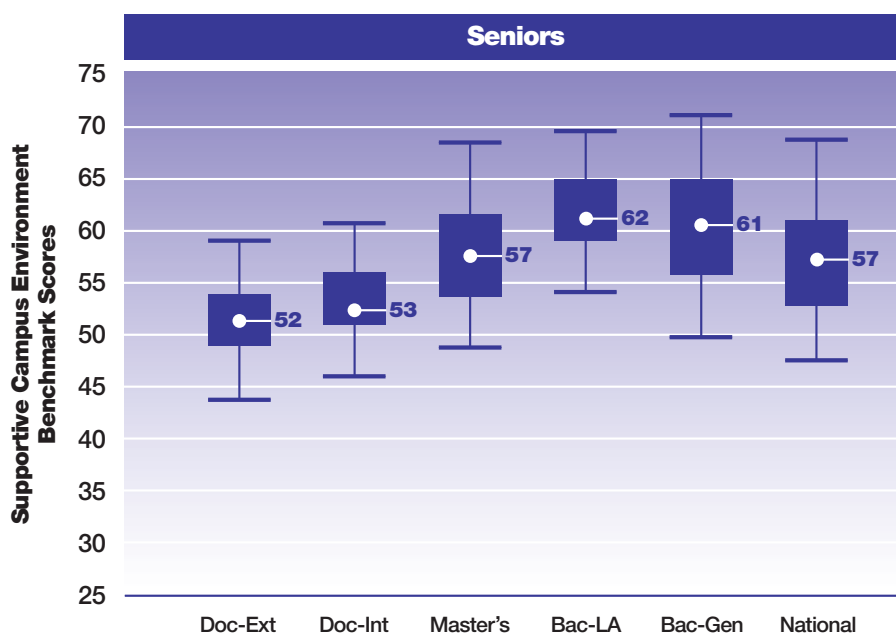
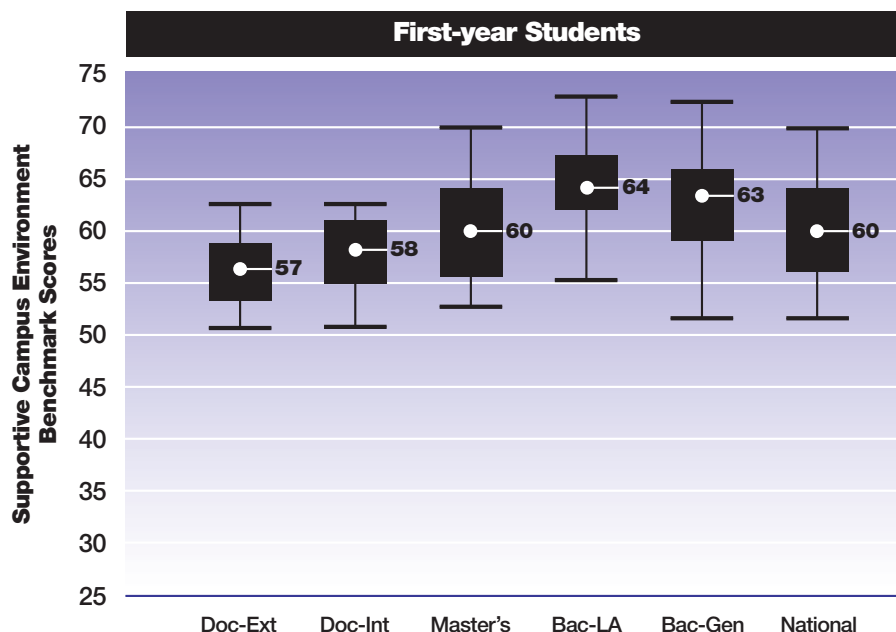
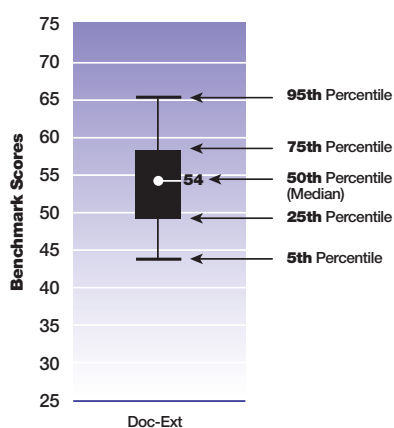
## National Benchmarks of Effective Educational Practice

### 5

## Supportive Campus Environment

**S**tudents perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

### Guide to Benchmark Figures



### Percentiles for Supportive Campus Environment

First-year Students							Seniors						
	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	National		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	National
95th%	62	63	70	72	72	70	95th%	60	61	68	70	72	69
75th%	59	61	64	67	66	64	75th%	54	56	62	65	65	62
50th%	57	58	60	64	63	60	50th%	52	53	57	62	61	57
25th%	54	55	56	62	59	57	25th%	49	51	54	59	56	53
5th%	51	50	53	56	52	52	5th%	44	47	49	55	51	48





### Supportive Campus Environment (in percentages)

		First-year Students							Seniors						
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	National	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	National
<b>Emphasize: Provided the support needed to succeed academically</b>	Very little	6	6	5	2	4	1	5	10	8	7	3	5	2	7
	Some	27	26	23	15	19	11	22	34	31	26	19	23	15	27
	Quite a bit	43	41	42	41	43	37	42	39	41	41	42	43	41	41
	Very much	24	27	30	41	35	51	31	17	20	26	36	29	43	26
<b>Emphasize: Helping cope with non-academic responsibilities (work, family, etc.)</b>	Very little	36	35	31	24	26	13	31	48	47	40	30	33	16	40
	Some	39	39	38	41	37	35	39	35	35	36	42	37	35	37
	Quite a bit	18	19	21	24	24	31	21	12	14	16	20	19	29	16
	Very much	7	7	10	11	13	22	10	5	5	7	8	10	20	7
<b>Emphasize: Providing support to thrive socially</b>	Very little	22	24	22	17	18	8	21	33	35	31	23	25	10	30
	Some	39	39	38	37	35	28	38	39	40	39	40	37	29	39
	Quite a bit	27	27	28	31	31	37	28	20	18	22	26	26	37	22
	Very much	12	10	12	15	16	28	13	8	7	9	11	12	25	9
<b>Quality: Your relationships with other students</b>	Unfriendly, etc.	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	2	2	3	2	2	2	1	2	2	2	2	2	2	1	2
	3	4	5	4	4	4	3	4	4	5	4	3	4	2	4
	4	10	11	10	8	9	5	10	10	10	10	8	8	5	10
	5	21	22	21	18	18	15	20	21	22	21	19	18	16	20
	6	33	32	32	34	34	32	33	33	32	33	33	34	33	33
	Friendly, etc.	30	27	29	34	33	44	30	28	27	30	34	34	43	31
<b>Quality: Your relationships with faculty members</b>	Unavailable, etc.	1	1	1	0	1	0	1	1	1	1	0	1	0	1
	2	3	2	2	1	2	0	2	3	3	2	1	2	1	2
	3	7	6	5	3	4	2	5	6	6	4	2	3	1	4
	4	18	15	14	9	12	6	14	15	13	11	6	9	5	11
	5	32	30	27	23	25	19	28	28	26	22	18	21	16	23
	6	29	32	33	39	34	38	33	32	33	34	39	36	39	35
	Available, etc.	11	14	18	26	23	35	18	15	17	25	34	28	38	24
<b>Quality: Your relationships with administrative personnel and offices</b>	Unhelpful, etc.	3	3	3	2	3	1	3	7	7	6	4	5	2	6
	2	6	6	5	4	4	2	5	10	9	8	7	7	4	8
	3	11	10	9	7	7	4	9	14	13	11	10	11	7	12
	4	22	20	19	17	17	13	19	21	20	19	18	18	14	19
	5	28	27	26	27	26	24	27	23	23	24	25	24	26	24
	6	21	23	24	28	26	32	24	17	20	20	23	22	28	20
	Helpful, etc.	8	10	13	15	16	23	13	8	9	12	13	14	20	11



## Participating Colleges and Universities (2000-2002)

### A

Abilene Christian University  
Adams State College  
Adelphi University  
Agnes Scott College  
Alaska Pacific University  
Albertson College of Idaho  
Alfred University  
Allegheny College  
Alma College  
Alvernia College  
Alverno College  
American University  
Angelo State University  
Antioch College  
Appalachian State University  
Arcadia University  
Asbury College  
Auburn University  
Auburn University Montgomery  
Augustana College  
Augustana College  
Aurora University  
Austin Peay State University

### B

Baker University  
Baldwin-Wallace College  
Barton College  
Baruch College of the City  
University of New York  
Baylor University  
Bellarmino University  
Belmont University  
Beloit College  
Berry College  
Bethel College  
Binghamton University-State  
University of New York  
Birmingham-Southern College  
Black Hills State University  
Bloomfield College  
Boise State University  
Boston University  
Bowling Green State University  
Brenau University  
Brigham Young University  
Brigham Young University  
-Hawaii  
Brooklyn College of the City  
University of New York  
Bryant College  
Bryn Mawr College  
Bucknell University  
Butler University

### C

California Lutheran University  
California Polytechnic  
State University  
California State University  
San Marcos  
California State University,  
Bakersfield  
California State University, Chico

California State University,  
Dominguez Hills  
California State University, Fresno  
California State University, Fullerton  
California State University,  
Los Angeles  
California State University,  
Monterey Bay  
California State University,  
Northridge  
California State University,  
Sacramento  
California State University,  
San Bernardino  
Canisius College  
Capella University  
Cardinal Stritch University  
Carroll College  
Carthage College  
Case Western Reserve University  
Catawba College  
Catholic University of America  
Cazenovia College  
Cedar Crest College  
Cedarville College  
Central College  
Central Connecticut  
State University  
Central Methodist College  
Central Michigan University  
Central Missouri State University  
Central Washington University  
Centre College  
Chadron State College  
Chaminade University of  
Honolulu  
Champlain College  
Chatham College  
Christian Heritage College  
Christopher Newport University  
Cirleville Bible College  
Medgar Evers College of the  
City University of New York  
Queens College of the  
City University of New York  
Clark University  
Clarkson University  
Cleveland State University  
Colby-Sawyer College  
Colgate University  
College of Charleston  
College of New Jersey  
College of Notre Dame  
of Maryland  
College of Saint Rose  
College of St. Catherine  
College of St. Scholastica  
College of Staten Island of the  
City University of New York  
College of the Holy Cross  
College of William and Mary  
College of Wooster  
Colorado College

Colorado State University  
Columbia College  
Columbia College Chicago  
Concordia University  
Concordia University Irvine  
Concordia University Nebraska  
Concordia University Wisconsin  
Concordia University, St. Paul  
Connecticut College  
Converse College  
Corcoran College of Art & Design  
Covenant College  
Creighton University

### D

Daemen College  
Dakota State University  
Davis & Elkins College  
Denison University  
DePaul University  
DePauw University  
Dickinson College  
Dickinson State University  
Dominican University  
Dordt College  
Drake University  
Drew University  
Drexel University  
Drury University

### E

Earlham College  
East Carolina University  
Eastern Connecticut  
State University  
Eastern Kentucky University  
Eastern Mennonite University  
Eastern New Mexico University  
Eastern University  
East-West University  
Eckerd College  
Edgewood College  
Elizabeth City State University  
Elizabethtown College  
Elmhurst College  
Elmira College  
Elon University  
Embry-Riddle Aeronautical  
University  
Endicott College  
Eureka College  
Evergreen State College

### F

Fairleigh Dickinson University  
Fairmont State College  
Fayetteville State University  
Florida Atlantic University  
Florida Institute of Technology  
Fontbonne University  
Fort Hays State University  
Fort Lewis College  
Framingham State College  
Franciscan University of  
Steubenville

Franklin & Marshall College  
Franklin Pierce College  
Fresno Pacific University

### G

George Fox University  
George Mason University  
Georgetown College  
Georgia College &  
State University  
Georgia Institute of Technology  
Georgia Southern University  
Georgia Southwestern  
State University  
Georgia State University  
Goldey-Beacom College  
Gonzaga University  
Gordon College  
Goucher College  
Graceland University  
Greensboro College  
Greenville College  
Grove City College  
Guilford College  
Gustavus Adolphus College

### H

Hamilton College  
Hamline University  
Hampden-Sydney College  
Hanover College  
Hardin-Simmons University  
Harris-Stowe State College  
Hartwick College  
Harvey Mudd College  
Hastings College  
Heidelberg College  
Henderson State University  
Herbert H. Lehman College of  
the City University of New York  
Heritage College  
High Point University  
Hiram College  
Holy Family College  
Houghton College  
Howard Payne University  
Humboldt State University  
Hunter College of the City  
University of New York  
Huntingdon College

### I

Illinois College  
Illinois Institute of Technology  
Illinois State University  
Indiana University Bloomington  
Indiana University East  
Indiana University Kokomo  
Indiana University Northwest  
Indiana University Southeast  
Indiana University-Purdue  
University Indianapolis  
Indiana Wesleyan University  
Iowa State University

**J**

Jacksonville University  
Jewish Hospital College of  
Nursing and Allied Health  
John Brown University  
John Carroll University  
John Jay College of Criminal  
Justice of The City University  
of New York  
Johnson State College  
Judson College  
Judson College (AL)  
Juniata College

**K**

Kalamazoo College  
Kansas State University  
Kean University  
Keene State College  
Kent State University  
Kentucky State University  
Kettering University  
Keuka College  
Knox College

**L**

La Roche College  
La Salle University  
Laboratory Institute of  
Merchandising  
Lafayette College  
LaGrange College  
Lake Forest College  
Lamar University  
Lawrence Technological  
University  
Lawrence University  
Lebanon Valley College  
Lee University  
Lees-McRae College  
Lewis & Clark College  
Lewis University  
Lipscomb University  
Longwood University  
Loras College  
Loyola College in Maryland  
Loyola Marymount University  
Loyola University Chicago  
Loyola University New Orleans  
Luther College  
Lynchburg College  
Lyndon State College  
Lyon College

**M**

Macalester College  
Madonna University  
Maharishi University of  
Management  
Malone College  
Manchester College  
Marist College  
Marshall University  
Mary Washington College  
Marymount College Tarrytown

Marymount Manhattan College  
Marywood University  
Massachusetts College of  
Liberal Arts  
Master's College  
McDaniel College  
Menlo College  
Mercer University  
Meredith College  
Messiah College  
Metropolitan State College  
of Denver  
Miami University  
Michigan State University  
Michigan Technological  
University  
MidAmerica Nazarene University  
Millersville University of  
Pennsylvania  
Millikin University  
Minnesota State University  
Moorhead  
Monmouth University  
Montclair State University  
Moravian College  
Morehead State University  
Morris College  
Mount Mary College  
Mount St. Mary's College  
& Seminary  
Mount Union College  
Murray State University

**N**

National University  
Nazareth College  
Nebraska Wesleyan University  
New College of Florida  
New Jersey City University  
New Mexico State University  
New School University  
New York City College  
of Technology of the City  
University of New York  
Norfolk State University  
North Carolina Agricultural and  
Technical State University  
North Carolina Central University  
North Carolina State University  
North Central College  
North Dakota State University  
North Georgia College &  
State University  
Northeastern Illinois University  
Northeastern University  
Northern Arizona University  
Northern Illinois University  
Northern Kentucky University  
Northern Michigan University  
Northern State University  
Northland College  
Northwest Missouri State  
University  
Northwestern State University

Northwestern University  
Norwich University  
Notre Dame College

**O**

Oakland University  
Occidental College  
Oglethorpe University  
Ohio Northern University  
Ohio State University  
at Mansfield  
Ohio State University  
Ohio University  
Ohio University-Zanesville  
Ohio Wesleyan University  
Oklahoma State University  
Old Dominion University  
Olivet Nazarene University  
Oral Roberts University  
Oregon State University  
Our Lady of the Lake University  
Oxford College of Emory  
University

**P**

Pace University  
Pacific Lutheran University  
Palm Beach Atlantic University  
Peace College  
Penn State Abington  
Pennsylvania State University  
Pennsylvania State University  
-Penn State Erie,  
The Behrend College  
Pepperdine University  
Pfeiffer University  
Pine Manor College  
Plymouth State College  
Point Loma Nazarene University  
Polytechnic University  
Portland State University  
Prairie View A&M University  
Presbyterian College  
Purdue University Calumet

**Q**

Queens University of Charlotte

**R**

Radford University  
Ramapo College of New Jersey  
Randolph-Macon College  
Randolph-Macon Woman's  
College  
Regis College  
Rhode Island School of Design  
Rice University  
Richard Stockton College of  
New Jersey  
Rider University  
Ripon College  
Roanoke College  
Robert Morris College  
Rochester Institute of Technology  
Rockhurst University  
Rollins College

Roosevelt University  
Rose-Hulman Institute of  
Technology  
Rosemont College  
Rowan University  
Russell Sage College

**S**

Sacred Heart University  
Saint Francis University  
Saint John Vianney College  
Seminary  
Saint Joseph's College of Maine  
Saint Joseph's University  
Saint Louis University  
Saint Mary College  
Saint Mary's College of California  
Saint Mary's University of  
Minnesota  
Saint Michael's College  
Saint Vincent College  
Saint Xavier University  
Salem College  
Salisbury University  
Sam Houston State University  
Samford University  
San Francisco State University  
San José State University  
Santa Clara University  
Seattle Pacific University  
Seattle University  
Seton Hall University  
Shorter College  
Siena College  
Simmons College  
Slippery Rock University of  
Pennsylvania  
Sonoma State University  
South Dakota School of  
Mines and Technology  
South Dakota State University  
Southeastern Louisiana University  
Southeastern University  
Southern Arkansas University  
Southern Connecticut  
State University  
Southern Illinois University  
Edwardsville  
Southern Utah University  
Southwest Texas State University  
Southwestern College  
Southwestern University  
Spelman College  
Spring Hill College  
Springfield College  
St. Ambrose University  
St. Bonaventure University  
St. Cloud State University  
St. Edward's University  
St. John's University  
St. Joseph's College, New York  
St. Joseph's College,  
New York - Suffolk Campus  
St. Lawrence University





## Participating Colleges and Universities (2000-2002) (continued)

St. Mary's College of Maryland  
St. Olaf College  
St. Thomas University  
State University of New York  
at Buffalo  
State University of New York  
at Stony Brook  
State University of New York  
College at Geneseo  
State University of New York  
College of Environmental  
Science and Forestry  
State University of West Georgia  
Stillman College  
Suffolk University  
Susquehanna University  
Sweet Briar College  
Syracuse University

**T**  
Tarleton State University  
Taylor University  
Teikyo Post University  
Temple University  
Texas A&M International  
University  
Texas A&M University  
Texas A&M University-Commerce  
Texas A&M University  
-Corpus Christi  
Texas A&M University-Galveston  
Texas A&M University-Kingsville  
Texas A&M University-TeXarkana  
Texas Christian University  
Texas Lutheran University  
Texas Tech University  
City College of the City  
University of New York  
Thiel College  
Towson University  
Transylvania University  
Trinity Christian College  
Truman State University  
Tulane University

**U**  
United States Air Force Academy  
United States Merchant Marine  
Academy  
Unity College  
University of Akron  
University of Alabama at  
Birmingham  
University of Alabama  
University of Alaska Anchorage  
University of Arizona  
University of Arkansas  
Main Campus  
University of California-Santa Cruz  
University of Central Arkansas  
University of Central Oklahoma  
University of Charleston  
University of Cincinnati  
University of Colorado at Boulder

University of Colorado at  
Colorado Springs  
University of Colorado at Denver  
University of Connecticut  
University of Delaware  
University of Dubuque  
University of Florida  
University of Hawaii-West Oahu  
University of Hawaii at Hilo  
University of Hawaii at Manoa  
University of Houston  
University of Idaho  
University of Illinois at  
Urbana-Champaign  
University of Iowa  
University of Kansas  
Main Campus  
University of Kentucky  
University of Louisville  
University of Maine  
University of Maine at Farmington  
University of Maine at Presque Isle  
University of Maryland  
Eastern Shore  
University of Maryland,  
Baltimore County  
University of Maryland,  
College Park  
University of Massachusetts  
Amherst  
University of Massachusetts Boston  
University of Massachusetts  
Dartmouth  
University of Massachusetts Lowell  
University of Michigan-Ann Arbor  
University of Michigan-Dearborn  
University of Minnesota, Morris  
University of Minnesota-Duluth  
University of Mississippi  
University of Missouri-Columbia  
University of Missouri-Kansas City  
University of Missouri-Rolla  
University of Missouri-St. Louis  
University of Montana  
University of Nebraska at Kearney  
University of Nebraska-Lincoln  
University of New Haven  
University of New Mexico  
University of North Carolina  
at Asheville  
University of North Carolina  
at Chapel Hill  
University of North Carolina  
at Charlotte  
University of North Carolina  
at Greensboro  
University of North Carolina  
at Pembroke  
University of North Carolina  
at Wilmington  
University of North Dakota  
University of Oklahoma  
University of Pittsburgh

University of Pittsburgh  
at Greensburg  
University of Puerto Rico  
in Humacao  
University of Puget Sound  
University of Rhode Island  
University of Richmond  
University of San Diego  
University of South Carolina  
University of South Dakota  
University of Southern Indiana  
University of Southern Maine  
University of St. Thomas  
University of Tampa  
University of Tennessee  
University of Texas at Arlington  
University of Texas at Austin  
University of Texas at Brownsville  
University of Texas at Dallas  
University of Texas at El Paso  
University of Texas at  
San Antonio  
University of Texas at Tyler  
University of Texas of the  
Permian Basin  
University of Texas-Pan American  
University of the Arts  
University of the Ozarks  
University of the South  
University of Toledo  
University of Tulsa  
University of Utah  
University of Vermont  
University of Virginia  
University of Washington  
University of Wisconsin-Eau Claire  
University of Wisconsin-Green Bay  
University of Wisconsin-La Crosse  
University of Wisconsin-Madison  
University of Wisconsin-Milwaukee  
University of Wisconsin-Oshkosh  
University of Wisconsin-Parkside  
University of Wisconsin-Platteville  
University of Wisconsin-River Falls  
University of Wisconsin  
-Stevens Point  
University of Wisconsin-Stout  
University of Wisconsin-Superior  
University of Wisconsin-Whitewater  
University of Wyoming  
Ursinus College  
Ursuline College  
Utah State University

**V**  
Vassar College  
Villanova University  
Virginia Commonwealth  
University  
Virginia Wesleyan College

**W**  
Wabash College  
Wagner College  
Warner Pacific College

Wartburg College  
Washburn University  
Washington and Lee University  
Washington College  
Washington State University  
Wayne State University  
Waynesburg College  
Webb Institute  
Weber State University  
Wells College  
Wesleyan College  
West Texas A&M University  
West Virginia University  
West Virginia University Institute  
of Technology  
Western Carolina University  
Western Connecticut State  
University  
Western Kentucky University  
Western Michigan University  
Western New England College  
Western New Mexico University  
Westminster College  
Westmont College  
Wheaton College  
Wheaton College  
Whitman College  
Wichita State University  
Wilkes University  
Willamette University  
William Carey College  
William Jewell College  
William Paterson University of  
New Jersey  
Wilmington College  
Winston-Salem State University  
Winthrop University  
Wittenberg University  
Wofford College  
Woodbury College  
Worcester Polytechnic Institute  
Wright State University

**X**  
Xavier University of Louisiana  
**Y**  
York College of Pennsylvania  
York College of the City  
University of New York

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	Carrie Kearns
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## National Survey of Student Engagement

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